



**EL PUENTE ACADEMY**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 14K685**  
**ADDRESS: 250 HOOPER STREET**  
**BROOKLYN, NY 11211**  
**TELEPHONE: 718-387-1125**  
**FAX: 718-387-4469**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 685      **SCHOOL NAME:** El Puente Academy

**SCHOOL ADDRESS:** 250 Hooper Street, Brooklyn, NY 11211

**SCHOOL TELEPHONE:** 718-387-1125      **FAX:** 718-387-4469

**SCHOOL CONTACT PERSON:** Héctor Calderón      **EMAIL ADDRESS:** hcalderon@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME:**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Maxine Torres

**PRINCIPAL:** Héctor Calderón

**UFT CHAPTER LEADER:** Norma McCarthy

**PARENTS' ASSOCIATION PRESIDENT:** Brenda Lopez

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Urantia Ramirez

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 14      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Nancy Scala

**SUPERINTENDENT:** Karen Watts

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Héctor Calderón	*Principal or Designee	
Norma McCarthy	*UFT Chapter Chairperson or Designee	
Brenda Lopez	*PA/PTA President or Designated Co-President	
Maxine Torres	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Urantia Ramirez Franchesca Santos	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Frances Lucerna	CBO Representative, if applicable	
Wanda Vazquez	Member/Staff	
Beth Wehner	Member/Staff	
Carlos Roselló	Member/Staff	
Evelyn Rosado	Member/Parent	
Yolanda Lopez	Member/Parent	
Kathy Velez	Member/Parent	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## SECTION III: SCHOOL PROFILE

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The **mission** of El Puente Academy for Peace and Justice is to inspire and nurture leadership for peace and justice. To this end, the Academy is guided by four core principles that serve as the foundation for all administrative, academic, programmatic and institutional development. These are *creating community, love and caring, mastery and peace and justice*. The Academy strives to achieve its **vision** in these three ways: by transforming its members into a comprehensive community learning institution; by integrating the resources of both the school and those of our community based organization, El Puente; and by supporting the holistic development and the highest levels of achievement of Academy students, facilitators and adult members, including those with physical, emotional, developmental, or learning disabilities.

### **Instructional Program**

El Puente Academy for Peace and Justice is a comprehensive high school, offering a rigorous integrated, project focused academic program that is a national model and has a fifteen-year record of success. Small heterogeneous classes of 15 to 25 students make up the foundation of the Academy's community for learning and development. We have block programming with 60, 90 or 120-minute classes. Team teaching supports an integrated/interdisciplinary approach to curriculum and instruction. These teams include not only licensed teachers but also artists and community consultants from El Puente and other organizations within our extensive network of partners. Core curricular subjects together with the visual and performing arts are taught thematically through the integration of the humanities and sciences. Learning is experiential with students engaging in various performance-based projects throughout the year that focus on community development and human rights issues. All projects must contain not only elements of intellectual rigor and critical thinking but visible outcomes and impact for the larger community. Students are facilitated through a process of observation, reflection, analysis and action that is documented through various performance based tasks that include journals, research papers (and other standard forms of expository and creative writing), group and/or individual investigations, experiments, surveys, reports, presentations, on-going community action initiatives as well as video, dramatic performances and fine arts exhibitions. All of these, together with teacher prepared content-based tests, make up the framework for portfolios prepared and presented for assessment. As a member of the New York Performance Based Consortium we had a variance from Regents, the exception being the Comprehensive English Examination.

We have a distinguished record of academic achievement. We have on average a 75% graduation rate and 96% of students go on to higher education. Our graduates have attended a whole host of colleges, ranging from private universities to local SUNY and CUNY state colleges. The following is a sampling of the colleges and universities to which our students have been accepted: LIU-C.W. Post, LIU-Brooklyn, SUNY New Paltz, SUNY Albany, Pace University, John Jay School for Criminal Justice, New York City Technical College, Hunter, New York School for the Visual Arts, Kingsborough Community College and Borough of Manhattan Community College.

Our school has been recognized by the Chancellor as one of the 206 best schools in the City of New York and this year we have been given an A in our Progress Report.

### **Collaborations with El Puente**

The heart of the success of the Academy is our unique partnership with El Puente, the community-based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community and youth development program for both Academy students and community members. During the 2010-2011 academic year we will continue to offer open enrollment for our students in the TASC/Afterschool Corporation's **Leadership Program** to engage in pre-professional training in the arts and technology. Space will be provided after school to offer selected tutorials and PM classes, clubs and activities. We are collaborating on the design and implementation of a Violence Prevention program and a membership process. As always we will partner with El Puente on several **institutional celebrations**:

- The Integrated Arts Project
- Dias de los Muertos (Day of the Dead)
- Three Kings Celebration
- The Hip Hop Showcase
- Unity Day
- Projects and activities at our Beacon Program (located at JHS 50) and our Bushwick site

### **Community development projects**

- Refurbishing our garden (Espiritu de Tierra)
- Public arts projects
- Total commitment to reclaiming our environment, to recycle, to use renewable energy sources, to transform "brownfields", to clean up our waterways and get rid of RADIAC, a low nuclear waste disposal plant in Williamsburg.
- Development of a Green Light District in which various streets in Los Sures will be models of Green Development.

### **And other issues of peace and justice**

- Working to build bridges between the many ethnic groups of Williamsburg.
- Engaging in the peace movement.
- Raising awareness about the deleterious effects of harmful pollutants caused by power plants in the community and toxic fuel emissions from cars traveling across the Williamsburg Bridge.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>				
<b>District:</b>		<b>DBN #:</b>		<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				<b>Recent Immigrants: Total Number</b>					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Total				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)				
	2007-08	2008-09	2009-10		2007-08	2008-09	2009-10	
				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

This past year we graduated on of the most academically challenging classes. The vast majority of the class scored level 1 or 2 in their eight grade exam. While we believe that all students can achieve at high levels, we had to work extra hard to graduate the 27 out of 28 who made up the class of 2010. We also acknowledge that this was the last class that experienced 3 different buildings in four years. This caused many to fall behind, transfer to other programs, and drop out. This ultimately yielded a graduation rate of 68.3%. However, our 6 year graduation rate is 89.7%, which means that most students who didn't graduate within the four years are graduating within a fifth or sixth year. This speaks profoundly to the work that teachers are doing to keep students in school and graduating them within one extra year.

On the positive side, we have seen amazing strides in terms of credit accumulation. 88.5% of our 9<sup>th</sup> graders accumulated 10 or more credits. This was true last year too. We were able to increase the number of students who accumulated 10 or more credits to 93.5% from 89.7% and in the 11<sup>th</sup> grade to 82% from 66.3%. Last year we were particularly concerned about the credit accumulation of those students in the lowest third. We have seen gains in this area too, particularly in the 10<sup>th</sup> and 11<sup>th</sup> grade. The number of students who accumulated 10<sup>th</sup> credits in the lowest third of 10<sup>th</sup> grade was 87.5% from 84%.6% and in the 11<sup>th</sup> grade there was a dramatic jump to 73.3% from 40%. This year we are concerned with making Annual Yearly progress for graduation and English regents. We want to make sure to raise the performance of all students in the ELA.

As we see it, there are two areas of developments that clearly emerge. First, we need to continue to address the failure rate, which is the reason why some students are not accumulating 10+ credits. Credit accumulation is directly tied to graduation rates. We want to make sure that students are accumulating 12 or more credits because as the Parthenon study has shown that it is at that rate of accumulation that there are significant increases in graduation rate. This is why a "Pyramid of Support" is needed in order to ensure that no student falls through the cracks. What we have found in the past is that many of our students lack the basic skills of time management, note-taking, critical reading and writing skills and homework completion. Secondly, we will continue to strengthen our Self-Directed Improvement System and focus on our use of formative assessment as a strategy to increase student achievement.

Failure rate can be dramatically reduced if we are able to identify early those students who are struggling. Students who are struggling will be identified by teachers, parents, and mentors to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The

guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after-school tutoring, advisory/mentoring sessions and meetings with the principal. We are carefully aligning instruction to state English standards and making sure that instruction is scaffolded so that students improve their performance on the ELA. Our goal is to get at least 75% of our students to pass the ELA.

The Self-Directed Improvement System is our greatest aid for continuous improvement. SDIS has helped us in understanding the factors that influence student achievement by organizing data to give clear feedback about what areas need to be improved. Another aid is teacher's reflective practice of analyzing data to identify what core content needs to be re-taught. Next year we want to focus on two areas of the system. The first is on developing diagnostic and formative assessment that give us good information about what students know and are able to do. SDIS is designed to get teachers to meet at different intervals to review data and take corrective action in the classroom. These cycles of assessments occur every three, six, and nine weeks. Every three weeks teachers come together to assess students' progress and give interim report cards. Teachers analyze the data and determine what areas they have to re-teach and what other additional support is needed move students towards mastery. The cycle is repeated three weeks later at the end of the marking period. Every nine weeks teacher-teams administer "Quarterlies" which are formative assessment aligned to the regents or portfolios to track the progress of knowledge and skills on a quarterly basis. Quarterlies provide useful feedback to students and teachers. The data stream allows us to regularly generate *feedback*, that is, a clear understanding of what we must work on to improve. However, we know that we can greatly improve the assessment tools we are using to give us better information about what students know are able to do. We will work on developing formative assessments strategies to improve teaching and learning. Our goal is to cultivate formative assessment practices that will help students have a deep understanding of how they can improve their performance in school. Furthermore, we want to learn more about good diagnostic tools. At the beginning of the school year we administer baseline assessments to students. We use these assessments to make preliminary decisions about what are the students' academic needs.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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1. After the Academy Leadership Circle analyzed the Progress Report, we decided to establish the following goals: we will increase the number of students who have earned 10+ credits by 10% in the 9th grade and we will increase the number of 9th graders in the lowest third who earn 10 or more credits to 50% from 40% by June
  
2. After the Academy Leadership Circle analyzed the Progress Report, we decided to establish the following goals: we will increase the number of students who have earned 10+ credits by 10% in the 10th grade and we will increase the number of 10th graders in the lowest third who earn 10 or more credits to 50% from 40% by June 2011.
  
3. After conducting our needs assessment, the SLT and the Academy Leadership Circle found that the Special Education students subgroup has under performed other subgroups and therefore, we will increase the English Language Assessment passing rate to 60% by June 2011.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the number of students who have earned 10+ credits by 10% in the 9th grade and we will increase the number of 9th graders in the lowest third who earn 10 or more credits to 50% from 40% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• We intend to do this by continuing with our “Pyramid of Support” that identifies students who are struggling academically and creates a system of support that enables students to achieve proficiency in their classes. The Pyramid of Support is a system that encourages student responsibility, but at the same time proposes that we act decisively when students don’t meet the expectations. Students who are struggling will be identified by either teachers, parents, mentors and or other students to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after school tutoring, advisory/mentoring sessions and meetings with the principal.</li> <li>• Continue to track students in doubt of promotion in the 9th grade and offer the academic support they need to meet promotional standards. That support includes: reduced class size, longer class periods, team teaching before school and after school tutorials. Enrollment in our after school Leadership Center for one on one and small group homework help and tutorials.</li> <li>• Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9th grader that will include goal setting and one to one counseling, monitoring of attendance, tutorials enrollment in PM and summer school, and participation in our after-school program and Saturday Academy.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>We have allocated a third of the Contracts for Excellence funding for individualized tutoring and instituting instructional changes such as longer block scheduling and team teaching. Our school wide program funding will support innovative after school programs also.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Course passing rates          Provided by Progress reports and report cards          Narrative Reports          DYO Periodic Assessments</p>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the number of students who have earned 10+ credits by 10% in the 10th grade and we will increase the number of 10th graders in the lowest third who earn 10 or more credits to 50% from 40% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• We intend to do this by continuing with our “Pyramid of Support” that identifies students who are struggling academically and creates a system of support that enables students to achieve proficiency in their classes. The Pyramid of Support is a system that encourages student responsibility, but at the same time proposes that we act decisively when students don’t meet the expectations. Students who are struggling will be identified by either teachers, parents, mentors and or other students to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after school tutoring, advisory/mentoring sessions and meetings with the principal.</li> <li>• Continue to track students in doubt of promotion in the 10th grade and offer the academic support they need to meet promotional standards. That support includes: reduced class size, longer class periods, team teaching before school and after school tutorials. Enrollment in our after school Leadership Center for one on one and small group homework help and tutorials.</li> <li>• Design and implement a (Holistic, Individualized Process) Action Plan for repeating 10th graders that will include goal setting and one to one counseling, monitoring of attendance, tutorials enrollment in PM and summer school, and participation in our after-school program and Saturday Academy.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We have allocated a third of the Contracts for Excellence funding for individualized tutoring and instituting instructional changes such as longer block scheduling and team teaching. Our school wide program funding will support innovative after school programs also.</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Course passing rates  
Provided by Progress reports and report cards  
Narrative Reports  
DYO Periodic Assessments

Subject/Area (where relevant): \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will increase the English Language Assessment passing rate to 60% by June 2011.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>In carefully reviewing the data about where our Special Education students struggled on the ELA exam we realized that we needed to put in place a comprehensive balanced literacy program that supports literacy across the curriculum.</p> <p>Components of the Balanced Literacy Program:</p> <p><b>Independent Reading:</b> Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)</p> <p><b>Independent Writing:</b> Students maintain work folders, Writer’s Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)</p> <p><b>Shared Reading:</b> Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)</p> <p><b>Interactive Writing:</b> In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)</p> <p><b>Read Aloud:</b> The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.)</p> <p><b>Word Study:</b> Depending upon grade may be phonics or word study including prefixes and suffixes, root words, word families, etc. (Approximately 20 minutes.)</p> <p><b>Guided Reading:</b> The teacher leads small group instruction based on assessed needs</p>

	<p>(Approximately 20-30 minutes.)</p> <p><b>Classroom Libraries</b> will consist of children’s literature, including fiction, poetry and non-fiction books that appeal to a variety of different interests, to better engage students in reading and writing.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>One third of the Title I SWP funding will be used to create literacy programs for Special Education students.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Course passing rates          Provided by Progress reports and report cards          Narrative Reports          DY0 Periodic Assessments          20% increase in ELA scores</p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	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				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	30	20	30	30	30		30	
10	20	N/A	20	20	20		20	
11	10	N/A	10	10	10		10	
12	10	N/A	10	10	10		10	

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

- 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.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	We provide before and after-school tutoring to support in reading and writing strategies. Students will learn about strategies to draw meaning from text. In addition, we have a Saturday Academy that provides Regents prep for ELA exam. They will use syntactic, graphophonic, and semantic strategies to decode meaning.
<b>Mathematics:</b>	Through our after-school program students who have been identified as low performers in mathematics must attend our tutoring center, which helps students identify the best strategies for solving mathematical problems.
<b>Science:</b>	
<b>Social Studies:</b>	
<b>At-risk Services Provided by the Guidance Counselor:</b>	The guidance counselor meets with students on a one-to-one basis and also groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind and spirit.
<b>At-risk Services Provided by the School Psychologist:</b>	
<b>At-risk Services Provided by the Social Worker:</b>	The social worker meets with students on a one-to-one basis and also groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind and spirit.

**At-risk Health-related Services:**

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## 14K685 Title III 2010-2011

### APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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#### **Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

#### **Form TIII – A (1)(a)**

**Grade Level(s)** 9-12      **Number of Students to be Served:** 33      **LEP** 33      **Non-LEP** 0

**Number of Teachers** 2 ----One certified ESL teacher and one Drama Instructor. **Other Staff (Specify)**

#### **School Building Instructional Program/Professional Development Overview**

#### **Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may

include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

### **Title III Program: After-School Program: Playing with Language through Literacy Circles & the Performing Arts**

Based on the success of our pilot program last year, we will continue our literacy circles and performing arts program. The targeted Population is 33 ELLs in 9th thru 12th grade. The rationale is that although we have supported a lot of students to achieve proficiency in English, there still remains a number that are at performance level 1 and 2 and have not met their targeted AYP progress in English. Our targeted population is 33 ELL students from 9th through 12th grade from Beginner to Intermediate Proficiency NYSESLAT Levels. The purpose of the Literacy circles is to foster the development of academic, cultural, and functional literacy. In the literacy circles we embrace a global definition of literacy which states that to be fully literate is to have a disposition to engage appropriately with texts of different types in order to empower actions, feelings, and thinking in the context of purposeful social activity. The activities and instruction will be project-based. Students will write a play, a short story, or poems to be performed before their parents and other young people. The reason for using performing arts is to fully engage students in an after-school setting that is fun and interactive. Secondly, they can see how language is enacted and used to describe the world. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English. Throughout the course students will participate in different exercises that developed their reading, writing, listening, and speaking skills. The program description is as follows:

An ESL certified teacher and a fully certified teacher who is a drama instructor with an ESL background will provide instruction to 33 ELL students in the 9th through 12th grade. The drama instructor will help assist in performance exercises. She will work alongside the certified ESL teacher on Mondays and Tuesdays from 3:30 –5:30 pm assisting in drama exercises and helping students plan skits for their plays. She will work for 20 weeks at a rate of pay of \$41.98 per hour.

The language of instruction is English. The Title III program teachers will use the book *Graphic Shakespeare* as the primary text in the program. Students will learn literacy skills through a graphic novel which is particularly helpful for ESL students who struggle with the language. The *No Glamour Language and Reasoning workbook* will allow students to work on their ESL skills through comprehension exercises, activities, and guides provided in the text. Thirty-six books of the *Graphic Shakespeare* will be purchased for students use and 36 copies of the *No Glamour Language and Reasoning workbook*. The class will meet on Mondays and Tuesdays from 3:30-4:30 pm. Mondays will be dedicated to literacy skills in English and Tuesdays to interactive projects, drama and other performance activities. The sessions will begin in October and end in May (Total of 20 weeks)

**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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### **1. Professional Development activities supportive of the Title III Instructional Program:**

Our high quality professional development activities demonstrate an alignment to the instructional program being delivered throughout the regular school day. We recognize, however, that our after school programs also require this type of support. The Biliteracy committee has therefore designed a professional development series with the structure of our Title III program in mind. While all of our staff is invited to attend, our Title III teachers are the main participants. All meetings are held afterschool at no cost to Title III.

#### **Professional Development Workshops with ELL Focus:**

1. Performing Arts as a Language Development Aid (October 26, 2010)
2. Writing Workshops for ELL students (November 17, 2010)
3. Speaking Intensive for ELL students (December 7, 2010)
4. Differentiation for ELL students (March 16, 2011)

#### **Title III ELL Study Group**

In addition, the ESL teacher and the drama instructor participate in an ELL focused study group to which they invite their students’ subject area teachers (4 teachers). This group is a learning community that meets after school on Wednesdays, 2:30 – 4:00 pm from October to May (20 sessions). These study group times are specifically for the Title III teachers to meet to track and discuss the progress of the students in the Title III program, and to analyze, review, and discuss professional literature (to include *Academic Language for English Language Learners and Struggling Readers*, *How to help Students succeed Across Content Areas*, by Yvonne S. Freeman and David E. Freeman, and other materials) to inform their teaching and practice. Professional books for the study group will be at no cost to the Title III.

### **Parent and Community Involvement**

**Parent Involvement** is a key component to our program. We offer opportunities for parents of ELLs to become involved with their child’s ESL instruction. We also offer a program called the Lending Library, which is a book club for parents. The books read are in the parents’ native language. We also offer workshops for parents of our students served through our Title III program once a trimester, on Saturday to provide them with sessions for understanding the NYSELAT exam, ELA Regents Exam, and strategies they may use to help their son/daughter. Title III funds will be used for activities to assist parents of youth offering comprehensive community service to

help parents become more active participants in the education of their children. Title III funds will be used to provide family literacy training, parent outreach and activities. The parent workshops are designed specifically for Title III parents to help provide them with support in understanding the various exams their son/daughter is required to take as well as how our program is helping students prepare for these exams. In addition, Title III parents will learn effective strategies to help their son/daughter with language acquisition.

We encourage the participation of multiple representatives from the families of each of our 34 ELLs. Parents of 34 ELLs will be invited. One ESL teacher supported by the Parent Coordinator will present three two hour workshops for ELL parents. The parent workshop topics include the following: *Understanding the NYSESLAT Exam* (March 19, 2011, 10-12pm), *Understanding the ELA Regents Exam: How Can the Playing with Language Program Help* (January 8, 2011, 12-2pm) and *English Through the Arts: How Can the Arts Help My Child with English?* (April 2, 2011, 10-12 pm)

**Form TIII – A (1)(b)**

**School: El Puente Academy**

**BEDS Code: 331400011685**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session	\$ 13103.96	<u>ESL Certified teacher and Reading Specialist After School Instructional Program for ELLs</u> 2 teachers x 41.98 x 4 hrs x 20 wks. = \$7,982.40  <u>Study group per session</u> 2 Tchrs x \$41.98 x 2 hrs x 20 wks. = \$3,358.40  <u>Per session for ESL teacher for parent workshops+ prep time</u> \$41.98 x 2 hrs./6 times = \$503.76  <u>Collaborative Planning time</u> 2 Tchrs x \$41.98 x 15 hrs = 1259.40
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$ 1800.00	Books on Tape, leveled books, such as graphic novels, for Beginner, Intermediate and Advanced students, cassette recorders and ESL workbooks, <i>Graphic Shakespeare-Othello</i> (vendor- Prestwick House – 36 books @ \$20 = \$720), <i>No Glamour Language and Reasoning</i> (vendor- Linguisystems – 36 copies- @ \$30 = \$1080)
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other – Parent Involvement</b>	\$96.04	ESL parent meetings/seminars (snacks, food, supplies - \$96.04)
<b>TOTAL</b>	\$15,000,00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

As I stated last year, as a school founded by Latino community leaders, we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population is 85.8% Latino, 10.7% African-American, and 1% white. From our survey of parents, 73% of Latino parents/guardians needed translation services. The rest of the parents are African-American or Caribbean from English-speaking countries. These parents identified themselves as fluent in English and required no translation services.

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.

As I stated last year, we are clear that the translation of English to Spanish is the focus of all communication to parents. At our school, 80% of our staff is fluent in Spanish. We have had various meetings in which we have stressed the importance of our "Biliteracy Protocol" is enforced. The Biliteracy protocol requires that all major communication to parents in the domains of academic assessments, health, safety, legal matters, special education and ELL services be translated to Spanish. This also applies to one-on-one or group meetings with parents. Parents have been notified of their rights to be communicated with in a language they understand by correspondence and through various meetings such as "Freshmen Orientation" to general parent meetings held monthly.

#### **Part B: Strategies and Activities**

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

The Biliteracy Committee at our school is chiefly responsible for making sure that all postings/announcements/signs as well as all correspondence be done in Spanish and English. The team also makes sure that there are interpreters at all one-on-one and group

meetings. The Biliteracy committee also deals with issues of language acquisition, literacy, and competence within a social, political, and cultural framework. The group meets approximately four times a month. They handle all requests for translation of materials within the school.

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.

As I stated earlier, the Biliteracy committee makes sure that they are interpreters or Spanish fluent speakers at all one-on-one and group meetings. When parents come to Parent-Teacher night they are met with facilitators who speak their language and serve as interpreters who navigate the world of school. Parents can request for translators at any meeting they have with school personnel.

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

The Biliteracy committee is conscious of the Chancellor's Regulation A-663 and the obligations to provide translation and interpretation services. The committee determines within 30 days if translation or interpretation services are required by a parent who speaks the covered eight languages. We do this by interviewing the parents and making them aware of their rights to these services. The committee ensures that all communications is provided in a timely manner in the primary languages of the parents. Important communication in the domains of academic assessments, health, safety, legal matters, special education and ELL services are translated to Spanish. The Biliteracy committee provides translators at every meeting with parents that need such services.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	182,979	23,344	206,323
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,830	234	2064
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	9,149	*	
4. Enter the anticipated 10% set-aside for Professional Development:	18,298	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:    85%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### 2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **School Parental Involvement Policy:**

#### **I. General Expectations**

El Puente Academy for Peace and Justice High School agrees to implement the following statutory requirements:

- El Puente Academy will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- El Puente Academy will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- El Puente Academy will incorporate this parental involvement policy into its school improvement plan.
- 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, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 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.
- El Puente Academy will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- El Puente Academy will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- 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 of the ESEA.
- El Puente Academy will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. El Puente Academy for Peace and Justice High School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
2. El Puente Academy for Peace and Justice High School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. El Puente Academy for Peace and Justice High School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: GED Program in Spanish, After School Program, Tutoring, and Parent Action Center.
4. El Puente Academy for Peace and Justice High School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs by Computer Courses, GED Program in Spanish, After School Program, Tutoring, Parent Action Center.
5. El Puente Academy for Peace and Justice High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. 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 of 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. 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) The evaluation will be conducted after the parents participated in any activity or workshop. The evaluation will be handled and collected from parents after they finished the activity. The evaluation will be process for accountability for the annual evaluation. After that we will be able to identify those parents who are economically disadvantaged, are disabled, have limited English proficiency or have limited literacy. The Parent Coordinator and the Principal will responsible for conducting the evaluation. Parents will be responsible for answer the questions in the evaluation and continue attending workshops and activities created to improve their skills and to get more involve in their child's education and schools activities. Every parent is mandated to attend a least three workshops and activities during school year and attend teacher/parent conferences.

6. El Puente Academy for Peace and Justice High School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - a) El Puente Academy for Peace and Justice High 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 Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b) El Puente Academy for Peace and Justice High 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, as appropriate, to foster parental involvement, by: parent's newsletter, Parent's Library, Parent's Literacy Program, Computer Courses, GED Program in Spanish and English, After School Program, Tutoring, Parent Action Center.
  - c) El Puente Academy for Peace and Justice High School will, with the assistance of its 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, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by training school's staff in staff development sessions during the school year.
  - d) El Puente Academy for Peace and Justice High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct Other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: encouraging parents to take action and participate in a proactive way in the school Parent Action Center)
  - e) El Puente Academy for Peace and Justice High 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 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: translating any information released to the parents in a simple and understandable formal letter or form.)

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership Team and PA meetings. This policy was adopted by El Puente Academy on 06/8/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 8, 2010.

## **Part B: School-Parent Compact**

### **School-Parent Compact:**

El Puente Academy for Peace and Justice High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

El Puente Academy for Peace and Justice High School will:

1. 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: Every facilitator/teacher is required to develop mastery targets for each course they teach. Mastery targets are clearly articulated curricular goals with regular periods of assessments. These mastery targets were shared with parents at Curriculum Night and Parent/Teacher Conferences and with the students at the beginning of each term. These mastery targets were developed following the State's student academic achievements standards.
2. 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: during Parent/Teacher Conference on October 28, 2010, October 29, 2010 and on May 12, 2011 and May 13, 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: [Academy facilitators meet at different intervals to review data and take corrective action in the classroom. These cycles of assessments occur every three, six and nine weeks. Every three weeks, facilitators come together to assess student's progress and issue interim report cards. Teachers analyze the data and determine what areas they have to re-teach and what other additional support is needed to move students towards mastery. The cycle is repeated three weeks later at the end of the marking period. Parents will receive progress report and report cards every three, six, and nine weeks during the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Staff will be available for consultation with parents every day. Staff will set up appointments to see parents in a daily basis. In case of an emergency no appointment will be needed. Also, the school secretary will take messages from parents and given to the staff the same day. All messages will be registered in a notebook. The Parent Coordinator will be available to receive parents every day without appointments and take phone calls all the time.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [All parents are welcome to the school any time. When parents need to speak or see any school staff, they contact the Parent Coordinator to set up an appointment or when in an emergency come directly to the school. Parents can participate as volunteers, observers in portfolio presentations, and in school activities such as: The Integrated Arts Project, Day of the Dead, Three Kings Celebration, The Hip Hop Showcase, The Cultural Bazaar and projects and activities at our Beacon Program, located at JHS 50. They can also participate in CHE, our Bushwick site, Parent's Newsletter, Literacy Program (Tertullia) and the Parent Library (in process).
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The Parent Action Center Committee meets once a month.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way. We conduct general parent meetings and school orientation.
8. 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 to 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 to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. We conduct general parent meetings, send letters home, make phone calls and home visits to explain Title I requirements.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. We send information to parents by mail in English and Spanish with students and by mail.
10. 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. We provide curriculum night, SES workshops in English and in Spanish.
11. 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. We conduct general and individual parent meetings to respond to their requests.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. We provide parents with report cards and progress reports at the end of every marking period.
13. 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. Letters about teacher qualifications are sent to parents.

## Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- calling my child's teacher after receiving every progress report and report card;
- participating in the school activities;
- being an active member of the Parent Action Center;
- participating in workshops;
- volunteering time;
- make contact with the Parent Coordinator;
- attending Parent/Teacher conferences;
- reinforcing the school dress code;
- monitoring attendance;
- attending Curriculum Night and General Parent Meetings;
- making sure my child is on time and prepared everyday for school;
- 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;
- participating, as appropriate, in decisions relating to my children's education;
- promoting positive use of my child's extracurricular time;
- 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;
- 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;
- express high expectations and offer praise and encouragement for achievement;

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive needs assessment for the entire school can be found on page 11.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

Based on our research, we have found these strategies to be scientifically-based and highly effective in promoting high achievement in low performing students. The following is a listing of these strategies and programs:

#### **Balanced Literacy**

Although we were not required to implement balanced literacy at the Academy, we opted to implement a modified version of it in the 9<sup>th</sup> grade. All core curricular classes are scheduled for 90-minute block at least 1 time a week to help development literacy and skill acquisition. The ninth grade English curriculum implements these components of balanced literacy:

- Independent Reading
- Independent Writing
- Shared Reading
- Interactive Writing
- Read Aloud
- Word Study
- Guided Reading

Our classroom libraries are centrally located so that all students may use them.

### **Saturday Academy**

As part of our efforts to improve student performance on state examinations, we developed a Saturday Academy to offer rigorous Regents/RCT Preps. The classes began in the spring of this year. Anywhere from 30 to 40 students are in attendance at our Saturday preps on a regular basis.. Students are highly engaged and are developing the resiliency and skills needed to be successful on Regents examinations.

Next year we will continue to “polish the stone” in the area of curriculum design and will focus on developing and sharing successful strategies. Some of those strategies include the following:

- Using the components of the workshop model in all disciplines.
- Promoting accountable talk.
- Infusing issues of peace and social justice.
- Infusing the arts in the curriculum.
- Preparing students to pass Regents examinations.
- Using performance based assessment to augment class instruction.

At the same time, we adopted the School Wide Program model for Title I. We continue to use whatever funds we have available to keep our class size small and our student-to-facilitator ratio as low as possible, while at the same time being innovative. For example, rather than having a traditional and highly segregated bilingual program for our English Language Learners, we have a Freestanding ESL Program. Given the nature of curriculum, instruction and school mission, as well as the size of the school, ELL programming uses a combination push-in/pull out model. Most instruction follows the workshop model thus providing time for small-group work oriented towards mastery of the language acquisition skills needed for the completion of portfolio-based assessment and Regents examinations.

At present, our other Academic Intervention Services include extensive team teaching, small group tutorials, advisory group classes, after school classes and homework help. These are all within the context of our reduced class size (where possible), our block programming and our 60-minute class periods.

3. Instruction by highly qualified staff.  
We encourage all our teachers to finish all their course requirements by offering tuition reimbursement and creating flexible scheduling.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We take staff development very serious. We follow the National Staff Development Council Standards for Staff Development. In our research, we have found that the following strategies work best for creating a professional learning community: Our approach to staff development is based on the scientifically proven research that staff learns best when they are engaging in learning activities that are consistent over the course of the year versus "one-shot-deal" type of workshops. These learning activities are more formative in the training of teachers and help to expand their repertoire of strategies. The following is a description of these activities.

- ***Forming a study group/action research team*** - Teachers learn when they systematically explore questions such as: **What do we want to get smarter about? What classroom worries keep me awake at night? What am I curious about? What questions would I like to have answered about my students?**
- ***Shadowing students*** - When teachers follow a student's schedule for a day, they get a glimpse of what school looks like from students' point of view.
- ***Doing regular classroom walkthroughs*** - Principals who do quick visits to classrooms get an overview of what is going on school wide and can zero in better on areas that need improvement or deserve celebration.
- ***Keeping a journal*** – A principal might buy notebooks for teachers and invite them to write about their daily work.
- ***Assembling professional portfolios*** - Teachers learn a great deal when they compile folders of their students' work, including artifacts, work samples, videotapes of a class, and other items that demonstrate student learning.
- ***Using the "tuning protocol"*** to examine student work – This involves looking at student work in response to an assignment and following a structured plan for critiquing the work as a way of understanding how to improve instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

We advertise in various websites such as Craig's list and Idealist.org as well and attend many teacher fairs. In addition, we have partnerships with Long Island University's school of education and the New School in which we work with their student teachers in exchange for recruiting their most promising teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

As I stated earlier, we consider parents members of our community. We will continue our parent lending library. The lending library has books on Parenting, dealing with the socio-emotional, developmental issues of teenagers with a focus on how best to support their children. The last component will be a rich selection of short stories, poems, and novels. We are hoping that we can develop a Tertulia (book club) in which we can read books.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program to local elementary school programs.

Not Applicable

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

As part of our Self-Directed Improvement System, Teachers reviewed data, reflected on the root causes of low student achievement and implemented new strategies, designed curriculum and/or designed support services to meet the needs of low performing students. Students reviewed data, and reflected honestly on why their performance was low, and set goals for the next marking period. Advisors and mentors worked with students to design individual and small group academic intervention programs. Parents reviewed the data and used it to identify areas of development so they could monitor their child's progress and encourage them to attend after school tutorials and Saturday prep classes.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Freshman Seminar is a class intended to provide additional support to our incoming classes. This is where we introduce students to *The Seven Habits of Highly Effective Teens*. The challenge is to build on that by scaffolding the holistic learning experience offered in the Academy that will help students form deeper bonds, buy into our mission and principles and work to achieve Mastery in their academic classes. Towards that end we will continue to do the following;

- Provide opportunities for involvement in enrichment activities such as internships, international study, community development and leadership workshops, arts workshops, and self-help focus groups, all of which build self-esteem, motivation and purpose in students. We hope these strategies will result in improved student attendance and achievement.
- Expand our College Prep to include students in lower grades.
- Continue to track students in doubt of promotion and offer the academic and personal support needed to meet promotional standards.
- Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9<sup>th</sup> and 10<sup>th</sup> graders that will include one to one counseling, monitoring of attendance, tutorials, enrollment in PM and summer school and participation in our after school program

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

We provide various services for students such as Saturday Academy, peer counseling training and mentoring, a small student support team that meets weekly to develop and address student issues, gender base groups to address issues specific to them, violence prevention services, college prep, which includes SAT preparation, transition services and referrals for Vocational and Educational Services for Individuals for Disabilities (VESID) and college. Referrals to El Puente de Williamsburg Community Based Organization for after-school programs such as community services, extra curricular activities and job training.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	x			182,979	x	Pg. 36
Title I, Part A (ARRA)	Federal	x			23,344	x	Pg. 36
Title II, Part A	Federal			x			
Title III, Part A	Federal	x			15,000	x	Pg. 36
Title IV	Federal			x			
IDEA	Federal		x				
Tax Levy	Local		x				

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Restructuring Year 2                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

We are a school who is restructuring this year. In our research as to why we failed to meet AYP for English, we realized that the one of the main reasons is that a number of students did not take the ELA due to the fact that they either did not show for the exam or left the school for other a period of time during assessment. Another reason is that our special education population scored a 55 on the ELA which is considered passing but was a low score that did not help us achieve AYP.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

As I stated in section IV Needs Assessment, we are carefully aligning instruction to state English standards and making sure that instruction is scaffolded so that students improve their performance on the ELA. Our goal is to get at least 75% of our students to pass the ELA.

In order to increase students’ results in the ELA Regents, several approaches will be implemented for students. Students will receive tutorial enhanced Regents Preparation ELA beginning in the Spring. The Saturday Academy (14 Saturdays, 5 hours totaling 70 hours) and the Afterschool Program (Monday, Tuesdays, Wednesdays and Thursdays, 2 hour per session, totaling 90 hours) will consist of students (all Latino and economically disadvantaged) preparing for the Regents and students in need of additional assistance according to teacher evaluation. Small group and/or individual tutorial will be the focus. The Saturday Program will consist of 7 teachers, 2 paraprofessionals and one supervisor. The Afterschool Program will consist of 7 teachers.

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School Under Registration Review (SURR)

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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 (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

The money will be allocated to support new teachers as well as having solid academic coaches

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

As part of staff development we will focus on improving the quality of teaching by partnering with the Efficacy Institute, The Research for Better Teaching Group and AUSSIE Literacy Coaches. These staff developers have a demonstrated record of improving student performance by providing instructional coaching for teachers.

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.

Parents receive letters informing of the school's academic status and of the opportunities available for supplemental educational services. Furthermore, we have a series of General parent meetings to inform them of our status and to present a comprehensive plan to address those areas of improvement. The meetings will be held both Spanish and English.

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

13

2. Please describe the services you are planning to provide to the STH population.

We will offer breakfast and snacks programs to students as well as morning and evening extra curricular activities, academic tutoring and paid internships. These internships include a tutoring and personal development component as well as one on one time with supervising teacher.

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	El Puente Academy for Peace and Justice					
<b>District:</b>	14	<b>DBN:</b>	14K685	<b>School</b>	331400011685	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.9	85.1	86.6
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	65	64	66				
Grade 10	49	56	46				
Grade 11	35	43	52				
Grade 12	27	34	36				
Ungraded	0	0	0				
<b>Total</b>	<b>176</b>	<b>197</b>	<b>200</b>				

<b>Student Stability - % of Enrollment:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	97.7	97.2	96.8

<b>Poverty Rate - % of Enrollment:</b>			
(As of October 31)	2008-09	2009-10	2010-11
	67.3	89.3	84.5

<b>Students in Temporary Housing - Total Number:</b>			
(As of June 30)	2007-08	2008-09	2009-10
	2	6	2

<b>Recent Immigrants - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
	6	6	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	4	8	4	Principal Suspensions	0	3	21
# in Collaborative Team Teaching (CTT) Classes	21	25	11	Superintendent Suspensions	0	2	3
Number all others	9	10	35				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	8

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	23	35	TBD	Number of Teachers	15	13	13
# ELLs with IEPs	4	10	TBD	Number of Administrators and Other Professionals	3	5	6

*These students are included in the General and Special Education enrollment information above.*

<b>Number of Educational Paraprofessionals</b>			
(As of October 31)	2007-08	2008-09	2009-10
	2	2	2

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	17	10	29	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	73.3	76.9	92.3
				% more than 5 years teaching anywhere	60.0	69.2	76.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	80.0	85.0	92.3
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	74.5	81.6	92.5
Black or African American	12.5	10.7	9.0				
Hispanic or Latino	85.8	85.8	89.0				
Asian or Native Hawaiian/Other Pacific	0.6	1.5	1.5				
White	1.1	1.0	0.5				
<b>Male</b>	44.3	45.2	44.5				
<b>Female</b>	55.7	54.8	55.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						
Corrective Action (CA) – Year						
Restructuring Year 1					v	
Restructuring Year 2						
Restructuring Advanced						

#### Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	
Science:		Graduation Rate:	v

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA vsh	Math	Grad Rate**	
<b>All Students</b>						v	
<b>Ethnicity</b>							

American Indian or Alaska Native						
Black or African American				-		-
Hispanic or Latino				vsh		-
Asian or Native Hawaiian/Other Pacific Islander						
White				-		-
Multiracial						
Students with Disabilities				-		-
Limited English Proficient				-		-
Economically Disadvantaged				vsh		-
<b>Student groups making</b>				<b>3</b>		<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	92.6	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	13	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.5	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	53.6					
<i>(Comprises 60% of the</i>						
Additional Credit:	7.5					

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>				
v = Made AYP		U = Underdeveloped				
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features				
X = Did Not Make AYP		P = Proficient				
– = Insufficient Number of Students to Determine AYP		WD = Well Developed				
		NR = Not Reviewed				

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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 in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 107</b>	District <b>14</b>	School Number <b>685</b>	School Name <b>El Puente Academy</b>
Principal <b>Hector Calderon</b>		Assistant Principal <b>Waleska Velez</b>	
Coach <b>Wanda Vasquez</b>		Coach <b>Beth Wehner</b>	
Teacher/Subject Area <b>Ruth Celis/ Foreign Language</b>		Guidance Counselor <b>Ana Lazala</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>Maxine Torres</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Andalina Capellan</b>	
Related Service Provider <b>Wanda Vasquez</b>		Other <b>type here</b>	
Network Leader <b>Nancy Scala</b>		Other <b>type here</b>	

### B. 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		Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>9</b>

### C. School Demographics

Total Number of Students in School	<b>202</b>	Total Number of ELLs	<b>33</b>	ELLs as Share of Total Student Population (%)	<b>16.34%</b>
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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.

Once a student is identified as ELL from the Home Language Survey, we have an initial parent orientation where the parent is interviewed by the Parent Coordinator. The Parent Coordinator and the ESL teachers organizes a meeting where the parent is shown a video of the different ELL programs that are offered in NYC by the Department of Education. The parent then decides what program is best for their child. The parent is subsequently informed of the programs offered at the school. If the child is identified as an eligible candidate for Bilingual instruction services, an informal interview is given to the candidate by the ESL teacher and the Language Battery Assessment (LAB-R) is given to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days. Once the student is deemed an ELL student, the NYSESLAT is administered by the ESL teacher and the testing coordinator. As the results of the NYSESLAT are in, we evaluate whether a student has made progress from the previous one or two years. This gives us an adequate indication as to how effective our ESL program is. If there is not a program that serves the needs of the student, the parent is informed of an alternate placement for the child. A workshop is given to parents of incoming freshmen which describes in detail the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL ). In addition, a curriculum night is presented for parents by the Principal, the Parent Coordinator, the ESL Coordinator, and the Content Area Teachers to inform the parents of the curriculum and programs offered by the school. The school then notifies the parent of the child's entitlement status. After the initial HLIS is administered, parents and students are invited to a parent orientation meeting with the ESL teacher, guidance counselor, and parent coordinator. This committee provides support for parents to ensure their understanding of their child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parents/guardians are invited to a workshop outlining the NYSESLAT exam and each of its components. In addition, all parents/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. The pedagogue responsible for administering the HLIS and LAB R is Waleska Velez who is a certified teacher whose native language is Spanish and is also seeking ESL certification.

After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. As a result, we also offer a Native Language Arts Program. Our Freestanding ESL program best fits the needs of our parents and students because 100% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at El Puente best fits the needs and requests of the parents as well as the students. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students.

All parents/guardians of newly enrolled students are required to complete a Home Language Identification Survey. This survey lets staff know what language is used at home. If the HLIS indicates that the child uses a language other than English, he/she is administered an English Proficiency Test called the LAB R. Performance on this test determines the child's entitlement to English language development support. Subsequently, an informal oral interview is conducted in the parent's native language.

The NYSESLAT is administered to all ELL's to determine students' proficiency in the English Language. Each student is administered each modality of the NYSESLAT according to the regulations. Once we receive the results from the exam, the ESL teacher analyzes each student's progress by comparing the previous year's scores to the current score for each student. By carefully analyzing each modality (listening, speaking, reading, and writing) in relation to the student's previous year's score, the ESL teacher is able to decipher how much progress has been made. In addition, the ESL teacher looks at the progress made by ELL's as a whole by analyzing the percentages of students who are at the Beginner level, Intermediate level, and Advanced levels of English language proficiency according to the NYSESLAT. Based on these results curriculum, is planned according to student's proficiency levels to ensure optimum student growth in acquiring the English language.

Entitlement letters are distributed to parents via mail as well as in person. Once parents are invited back for the ELL parent/guardian workshop, we show a video which describes the three program choices offered by the DOE (transitional bilingual education, dual language and freestanding ESL). In addition, we provide parents with a written packet that describes all three programs in their native language. At the end of the workshop, parents then fill out the parent survey and the program selection forms with the assistance of the ESL teacher, guidance counselor, and parent coordinator. This process is completed within ten days of the student's initial enrollment.

Once students are identified as ELL based on the HLS and the LAB R, students are placed into an ESL program. Since we are a high school, all of our parents/guardians opt for a freestanding ESL program. A freestanding ESL program ensures that students receive ESL instruction as well as strengthen their native language skills. Continuous communication with parents of the Freestanding ESL program occurs through the ESL teacher and the Parent Coordinator in the Parent's native language. All program models are based on parents' requests.

The Freestanding ESL program offered at the school is based on 100% of parent requests. In a small high school, a Freestanding ESL program allows students to have ESL instruction in their content area classes, self contained ESL instruction as well as Native language instruction. As a result, all parents have requested a Freestanding ESL program. An alternate schedule will be made for students to ensure alignment with other program choices. In addition, if a parent chooses another program, the school will ensure the student receives the mandated services required for that program. By analyzing the three program choices, the ESL teacher has created an alternate schedule for each program choice.

## 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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>										5	5	5	5	20
<b>Total</b>	0	0	0	0	0	0	0	0	0	6	6	6	6	24

### B. ELL Years of Service and Programs

#### Number of ELLs by Subgroups

All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	9
SIFE	7	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	25

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										
	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	
TBE										0
Dual Language										0
ESL	3	0	1	7	5	0	23	2	2	33
Total	3	0	1	7	5	0	23	2	2	33

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
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
<b>TOTAL</b>	<b>0</b>													

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only		
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	10	7	5	31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	10	11	7	5	33

## Part IV: ELL Programming

### 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 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).
  - e. Describe your plan for ELLs identified as having special needs.

ESL instruction is delivered throughout all core academic classes by infusing ESL strategies throughout the curriculum. All teachers receive professional development instruction on how to teach curriculum using ESL strategies. In addition, students receive mandated ESL instruction depending on their proficiency levels throughout the school day. ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL's to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio. Teachers use non verbal and context clues to provide meaning for instruction such as picture maps, demonstrations and graphic organizers. Content area teachers also break tasks into smaller "chunks" with frequent comprehension checks and they pre teach background knowledge, vocabulary, and concepts students need for each unit. The ESL teacher also uses the push in model in content classes where she provides extra support for ESL students.

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help ELL students. She attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language.

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents Exam, it is observed that 1 out of two students scored a 65 or above on the exam and one student scored a 55 on the English Regents however he is a special education student. For special education students, 55 is passing. Our Freestanding ESL program is successful as evidenced by the 2 out of 2 students that have successfully passed the exam. Most of the ELL students enter the school as 9th or 10th graders therefore, they are not required to take the English Regents exam until the 11th grade.

Since we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 75 % of ELL students received a competent or better in Math. In addition, 68 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 19 students out of 26 are at or above grade level in mathematics.

The ELL interim assessment results are used by the school leadership to provide high quality professional development for teachers. We analyze the strengths and needs of the students, then we work towards empowering teachers by providing them with efficient tools to promote student achievement. The Interim assessments are used to monitor progress towards achieving state performance standards. The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (ELA Regents exam, Portfolio assessments, and teacher produced tests/observations). All of the assessment measures that are used are aligned to the NYS performance standards.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom.

All current ELL's will take the NYSESLAT to measure student progress in developing language proficiency and to determine continued eligibility for participation in the school's bilingual/ESL program. In addition, the Language Battery Assessment (LAB-R) will be used on an ongoing basis for new students whose home language is other than English, to identify potential ELL's. Furthermore, students are given formal and informal assessments regularly to monitor their growth in English and their native language.

Instruction is delivered through the organizational model of cooperative/collaborative grouping which encourages shared leadership and social skills development. The classes at El Puente travel together in teams according to grade level in mixed proficiency levels (heterogeneous grouping). ELL students in the beginning stages of language development according to the NYSESLAT receive 540 minutes per week of ESL instruction as required under CR Part 154. All Intermediate ELL students as identified by the NYSESLAT receive 360 minutes per week of ESL instruction. All advanced ELL students as identified by the NYSESLAT receive 180 minutes per week of ESL instruction. All beginner and intermediate students identified as by the NYSESLAT receive 90 minutes daily of Native Language Arts instruction. All ELL students identified as Advanced by the NYSESLAT receive 60 minutes of daily Native Language Arts instruction. All ELL students receive 300 minutes per week of ELA instruction. All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who are at least two years behind their peers in reading in their native language and in other academic areas. Students who are identified as SIFE receive additional ESL instruction through tutoring, after school, Saturday Academy, and ESL push ins. The ESL teacher provides one on one instruction in the content areas in the students' native language so that the material is comprehensible and yet it also promotes their second language development. In addition to extra support in the content areas, students also receive additional ESL instruction which focuses on phonemic awareness, vocabulary building, and grammar instruction. Students who are in US schools less than three years also receive extensive English Regents prep to ensure they are prepared for the exam.

Long term ELL's also receive additional assistance. Support in instruction is provided via pull outs, push ins, and small group instruction. Continuous collaboration is ongoing between the content area teachers and the support personnel. Students receive intensive support in all content areas with a special focus on ELA to help prepare students for the Regents exam. Moreover, students identified with having special needs receive services identified in their IEP's as well as additional ESL push in support. Teachers with newcomers, SIFE, long term or ELL's with special needs use a variety of strategies with students such as:

- \* providing good models of oral and written English
- \* developing higher ordered thinking and critical thinking skills
- \* cooperative/collaborative grouping
- \* emphasis on visual aids
- \* the use of Spanish/English dictionaries, learning centers and the use of the library
- \* teachers monitor patterns in proficiency levels and the four modalities

ELL students receiving services for four to six years need additional ESL instruction to help with language acquisition. Although our ELL students from four to six years test at the Intermediate or Advanced levels on the NYSESLAT exam, they still struggle with testing out of

the program. As a result, our ESL instruction for this subgroup focuses on writing skills. Based on NYSESLAT results, this subgroup struggles the most with the writing modality. Therefore, they receive more intense writing workshops which focus on grammar skills, writing organizational skills, and the writing process. These workshops are also tailored to teach ELA Regents writing skills. In addition, an AM tutoring session is offered to this ESL subgroup students to help them acquire skills for the ELA Regents exam such as listening skills, writing about an informational passage, writing about two literary works, and writing a literary response based on a critical lens.

Students who are in US schools less than three years (newcomers) receive a more intensive ESL instruction. They are provided with additional hours of ESL tutoring as well as additional pull outs for ESL instruction. In addition, the content area teachers meet with the ESL instructor to modify their assignments. Newcomer ESL students also receive more Regents Prep tutoring during AM tutoring time, PM tutoring time, and Saturday school. Students who have special needs and are identified as ELL are provided with additional one on one support by the ESL teacher as well as a special education provider.

ELL students identified as having special needs receive additional instruction in partnership between the ESL teacher and the special education teacher. Through a series of push in/ pull outs both teachers work together to provide optimum instruction for special needs ELL's. By working together both teachers provide instruction that addresses all of student's needs. Also, additional support is provided during early morning tutoring twice a week for 45 minutes to address this subgroups needs.

Title III funds are used for a targeted intervention program. Our target population is 33 ELL students from 9th through 12th grade from Beginner to Intermediate proficiency NYSESLAT levels. The program focuses on literacy circles through performing arts. The activities and instruction will be project based. Students will write a play, short story, or poem to be performed to their parents and other young people. The reason for using performing arts is to fully engage students in an after school setting that is fun and interactive. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English and Spanish. In addition, we offer Saturday school for students who are SIFE to help them with language development.

Paste response to questions 1-4 here

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

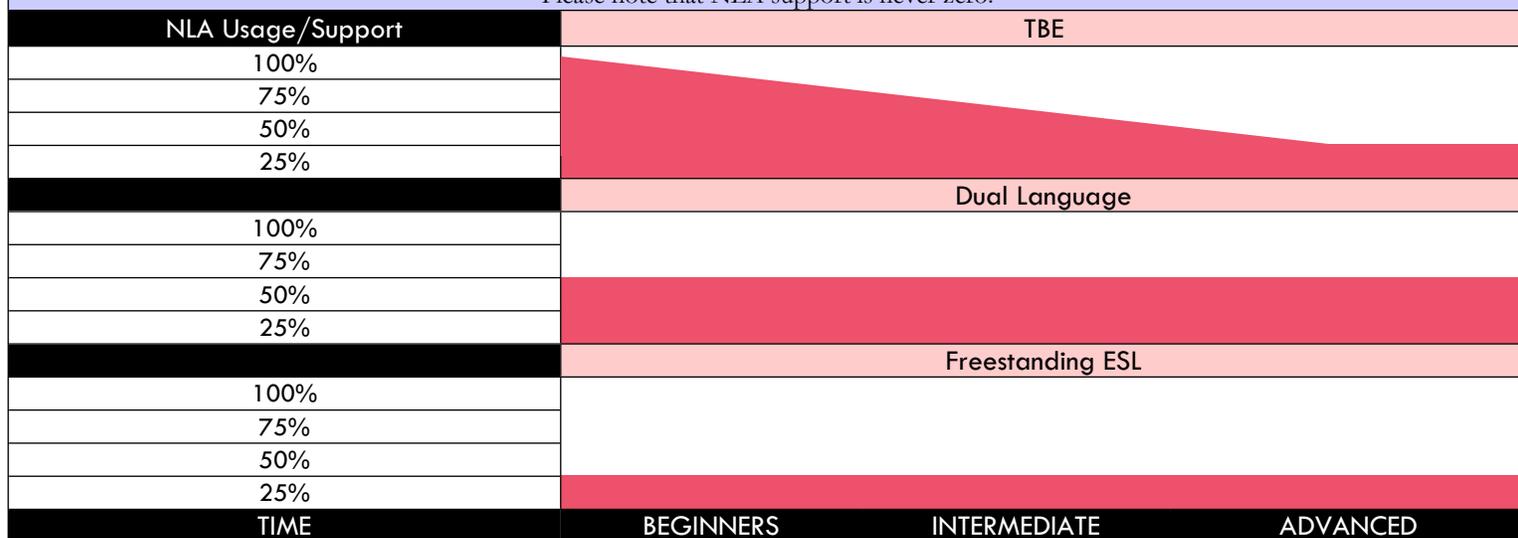
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Arts and Native Language Support

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



### B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Some of our targeted intervention programs for ELLs in the content areas are:

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help ELL students. She attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language.

#### English

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents Exam, it is observed that 2 out of four students scored a 65 or above on the exam and two students scored a 55 on the English Regents however they are special education students. For special education students, 55 is passing. Our Freestanding ESL program is successful as evidenced by the 2 out of 4 students that have successfully passed the exam. Most of the ELL students enter the school as 9th or 10th graders therefore, they are not required to take the English Regents exam until the 11th grade.

#### Math

Since we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 80 % of ELL students received a competent or better in Math. In addition, 80 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 28 students out of 33 are at or above grade level in mathematics.

The Freestanding ESL program offered at the school is based on 100% of parent requests. In a small high school, a Freestanding ESL program allows students to have ESL instruction in their content area classes, self contained ESL instruction as well as Native language instruction. As a result, all parents have requested a Freestanding ESL program. An alternate schedule will be made for students to ensure alignment with other program choices. In addition, if a parent chooses another program, the school will ensure the student receives the mandated services required for that program. By analyzing the three program choices, the ESL teacher has created an alternate schedule for each program choice.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom. Newly enrolled ELL students are placed with support buddies in their classes to help them throughout the school day. They are also invited to join after school programs to help orient the ESL students to the school. In addition, the guidance counselor also provides a support group specifically targeted towards ESL students which meets twice a week.

The instructional materials and technology used to support ELL's are the use of graphic organizers, charts, maps and graphs, visuals, tape recorders, puzzles, and vocabulary instruction. Cooperative learning groups enable students to work more efficiently. The Smartboard is used to show language software and grammar games. Moreover, students have access to computers in the library. The Lexia program is also used to gather data on student progress and identifies deficiencies in vowel sounds, consonant sounds, spelling, and comprehension. The data is then analyzed to modify instruction. Advanced Spanish electives are offered to all ESL students.

### 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)?

The Target language is used 80% of the time for ESL students and 20% in their native language. English Proficient students are integrated throughout the day 80% of the time. ESL students are not with the English Proficient students during their ESL classes. Language is separated for instruction by subject. Both languages are taught at the same time.

### 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.

Professional development opportunities are ongoing. In addition to attending ESL workshops offered by the Empowerment Zone, the ESL coordinator has attended NYSESLAT trainings as well. We also offer professional development workshops to our teachers. Professional development sessions are facilitated by the Principal, the assistant principal, the literacy coach, the ESL coordinator, and content area teachers. We collaboratively work together as a staff to align curriculum to best fit the needs of our ESL population. We learn how to use scaffolding strategies in our curriculum, how to create teacher assessments for our ESL population, and discuss individual ELL students on a continuous basis to understand what strategies work best for each particular student. In addition, content area teachers meet weekly with the coaches and the ESL Coordinator to discuss the progress of ESL students. Trainings are offered ongoing basis all year round to teachers and the ESL staff attend professional development outside of the school to learn how ESL teaching strategies continuously throughout the year. Our focus at El Puente Academy is in the improvement of instruction that will provide success in language acquisition for all ELL students. Professional development for ESL teachers, guidance counselors, special education teachers, secretaries, parent coordinators occur twice a week after school. All El Puente members are required to attend these professional development workshops. On Mondays of every week we meet as an entire staff and on Wednesdays we separate into Sankofa and Liberation Academies. Sankofa Academy consists of 9th and 10th grade staff and Liberation consists of 11th and 12th grade staff. Once a month a professional development workshop is offered to staff with a focus on ESL instruction which .

### 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?

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become involved with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente Academy. This workshop is designed to meet the needs of parents who don't speak English . There are translators available and the presentations are made both in English and in Spanish. We also offer a program called tertulias which is a book club for parents. The books read are in the parents' native language and they read the same books their children are reading in class. This program has been successful in encouraging parents to become part of their child's educational experience. Another program offered to parents is a language acquisition training program. This program is a partnership with the community based organization El Puente and the Beacon Program. We also offer parent workshops on Saturdays which help provide strategies for parenting as well as providing strategies that promote literacy in the home. We evaluate the needs of parents by holding a series of focused workshops once a month with parents of ELL's that allow us to gauge the parents' needs. During these meetings, we generate ideas for upcoming workshops and activities that address parents' needs.

# 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)										2	0	2	1	5
Intermediate(I)										5	7	4	2	18
Advanced (A)										3	2	3	1	9
Total	0	0	0	0	0	0	0	0	0	10	9	9	4	32

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

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

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									0
7									0
8									0
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									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	4		2	
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)								
Chinese Reading Test								

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

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

After examining the results of the NYSESLAT utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns emerged:

- \* In all grades (9-12), the demonstrated highest scores were in the speaking component of the NYSESLAT
- \* In all grades (9-12), the demonstrated lowest scores were in the writing and the listening component of the NYSESLAT
- \* In all grades (9-12), the speaking component showed gradual improvement from the 2009 NYSESLAT administration to the 2010 NYSESLAT test administration.

use graphic organizers, outlines, grammar workshops, and Writers Workshop strategies. However, a more precise curriculum on grammar strategies will be implemented to improve scores. As a result, we will work with students to understand figurative language and analyze

## Part VI: LAP Assurances

We will use more read alouds, diagrams, and note taking skills will be imbedded into lessons. Teachers will speak slowly and clearly to ensure that ELL students can process what the teachers are saying. Also, students will use book talks and take notes on class discussions to

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

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