



**PABLO NERUDA ACADEMY
FOR ARCHITECTURE & WORLD STUDIES**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 08X305

ADDRESS: 1980 LAFAYETTE AVENUE, BRONX, NY 10473

TELEPHONE: 718-824-1682

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 08X305 **SCHOOL NAME:** Pablo Neruda Academy for Architecture & World Studies

SCHOOL ADDRESS: 1980 Lafayette Avenue, Bronx, NY 10473

SCHOOL TELEPHONE: 718-824-1682 **FAX:** 718-824-1663

SCHOOL CONTACT PERSON: Sabrina Cook **EMAIL ADDRESS:** scook6@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Edwin Cruz

PRINCIPAL: Sabrina Cook

UFT CHAPTER LEADER: Joy Barton

PARENTS' ASSOCIATION PRESIDENT: Victoria Ramos

STUDENT REPRESENTATIVE:
(Required for high schools) Shavon Thornton

DISTRICT AND NETWORK INFORMATION

DISTRICT: 08 **CHILDREN FIRST NETWORK (CFN):** Empowerment Network #404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Elena Papaliberios

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
Sabrina Cook	*Principal or Designee	
Tim Torres	*UFT Chapter Chairperson or Designee	
Victoria Ramos	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Shavon Thronton	Student Representative	
	Member/	
David Liu	Member/Assistant Principal	
Annie Heller	Member/Assistant Principal	
Luz Ramos	Member/Parent	
Orlando Martinez	Member/Parent	
Edwin Cruz	Member/Chairperson	
Tom Russell	Member/Teacher	
Nicholas Rodriguez	Member/Student	

(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.

Pablo Neruda Academy for Architecture and World Studies (PNA) is a unique small high school located in the Bronx that is designed to use architecture and world studies as an instructional lens to engage, inspire, and educate so that students acquire a broadened global perspective and the requisite critical thinking skills to succeed in college and beyond. Pablo Neruda Academy strives to develop the talents and intellectual capabilities of students. A teaching methodology is employed that involves imbedding real world connections and experiential and student-centered learning into the curriculum. Staff members work collaboratively to establish a respectful and rigorous academic culture. This inclusive culture promotes excellence and a belief in student ability; where students experience academic success and are recognized for their accomplishments.

Pablo Neruda Academy has focused on bringing the school's themes of architecture and world studies into the lives of the students. This can be seen in the Electives classes that are offered. In 9th grade students take Art and Architecture, in 10th they take Architecture and Design, and in 11th an Urban Studies class is offered. This year we are working on developing a Pablo Neruda author's study class that will be offered to our 12th graders. There are two celebrations that happen each year where students showcase the projects that they complete in these classes.

The student experience at PNA is enhanced via an advisory structure and internship program. All students receive an advisor who serves as an advocate and point of contact between the school and the family. This year, the Internships team is revising the internship program to ensure that the experience aligns with the mission and vision of the school. The Advisory and College Readiness team designs curriculum for advisors that align to four areas: college readiness, social responsibility, and academic achievement.

Pablo Neruda Academy is located on the Stevenson Educational Campus. Because the school is located on a shared site, PNA students are able to take advantage of many different extra-curricular activities, including PSAL sports, cooking, and a campus Arts program. In addition, the school offers many clubs, including Robotics, Lego Architecture, Art and Mural, Student Government, Youth Service Club, Salsa, Theatre/Drama, Movie, Art and Sketching, and Poetry/Spoken Word.

Pablo Neruda has partnered with many organizations in order to enrich student and staff experiences. These partnerships include The Leadership Program, Gear-Up, Pencil, NFTE, New York Cares, NYC Writing Project, ISA, The Knowledge Project, and US FIRST.

PNA seeks to prepare students for college and life beyond as highly literate, critical thinkers and problem solvers. The school is organized around the notion that collaboration and shared practices and strategies will create a supportive environment to enhance student achievement and success.

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					
School Name:	Pablo Neruda Academy for Architecture & World Studies				
District:	08	DBN #:	08X305	School BEDS Code:	320800011305

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					82.5	82.6	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					91.8	92.4	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					70.8	73.5	85.8		
Grade 8									
Grade 9	102	93	96	Students in Temporary Housing: Total Number					
Grade 10	101	134	130	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	111	77	92		7	125	TBD		
Grade 12	72	73	73						
Ungraded	1	3	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	387	380	392		7	7	5		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	14	10	7	Principal Suspensions	28	85	TBD		
No. in Collaborative Team Teaching (CTT) Classes	63	79	88	Superintendent Suspensions	10	5	TBD		
Number all others	2	4	4						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	N/A	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	3	3	0
# receiving ESL services only	54	56	53	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	10	13	16	(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	32	34	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	7	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	2	TBD
	6	8	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100.0	100.0	TBD
American Indian or Alaska Native	0.0	0.0	0.3	Percent more than two years teaching in this school	31.3	45.7	TBD
Black or African American	25.8	26.1	25.8	Percent more than five years teaching anywhere	18.8	25.7	TBD
Hispanic or Latino	72.4	71.8	70.9				
Asian or Native Hawaiian/Other Pacific Isl.	1.3	1.3	1.3	Percent Masters Degree or higher	63.0	63.0	TBD
White	0.5	0.5	1.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	79.8	91.5	TBD
Multi-racial							
Male	68.0	63.4	63.5				
Female	32.0	36.6	36.5				

2009-10 TITLE I STATUS				
<input checked="" 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

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

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)				

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	-	-	-	X	✓	✓	74
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino	-	-	-	X	✓		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White							
Multiracial						-	
Other Groups							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged				X	✓		
Student groups making AYP in each subject	0	0	0	0	3	1	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	C	Overall Evaluation:	NR
Overall Score	51.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	11	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	31	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2	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?

An examination of data suggests that PNA continues to make improvements in student achievement in many areas. In addition, a close analysis of the data also reveals focus areas to attend to for the upcoming year.

Preliminary data from the NYC Progress Report suggests that there are many areas where PNA is outperforming schools in its peer index as well as relative to the city horizon. These areas include the pass rate of the English, Mathematics, US History, and Global History Regents exams. In addition, although the four year graduation rate needs improvement, the school out performs schools in its peer index for the six year graduation rate.

The Quality Review suggests that the school performs well with respect to structured collaboration, creating a safe environment, the use of periodic assessment data, and the creation of clear school-wide goals focused on improving student outcomes. In addition, the NYC School Survey results show that parents responded positively to the areas of academic expectations, communication, engagement, and safety and respect. Students responded positively about to the areas of communication, and safety and respect.

An analysis of the data shows that the school still needs to work on many areas. This includes focusing on credit accumulation for students as a way to impact our four year graduation rate. Preliminary data from the NYC Progress report, as well as results from the NYC School Survey show that the school also needs to work on academic expectations for students and communication. This is supported by results from the Quality Review which state that the school needs to work on creating rigorous differentiated lessons and measurable goals for students in order to increase the entry points for all students and impact student achievement (which would be evidenced in credit accumulation and graduation rates).

PNA continues to work on school tone and attitude. Informal observations and surveys of students suggest that as they pass through the years with PNA, they embrace the school as a community of teaching and learning. The school continues to improve its ability to program students so they receive targeted instruction in an area in which they struggle. Students are further supported through a focus on developing teachers co-teaching capacity (with general education, special education, and ELL teachers). The focus needs to be to use structures (such as advisory, co-teaching classes, strategic scheduling, etc.) to meet the needs of all learners in the school.

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.

Graduation Rate:

PNA will target credit accumulation in order to impact our four and six year graduation rates.

- Goal: By June 2011, overall credit accumulation will increase 5% at each grade level as measured by the annual progress report.

English Language Arts:

PNA will target ELA instruction in order to increase English Regents Exam pass rates.

- Goal: The number of students achieving a score of 65% or better on the ELA Regents Exam will increase by 6% by from 54% to 60% by June 2011.

Social Studies:

PNA will target Social Studies instruction in order to increase pass rates on the Global Studies and United States History Regents Exams.

- Goal: The number of students achieving a score of 65% or above on their designated Social Studies Regents exam will increase by 3% from 48% to 51% by June 2011.

Attendance:

PNA will focus on implementing and reinforcing strategies to increase student attendance.

- Goal: By June 2011, our school-wide attendance rate will increase from 81% to 85%, an increase of 4%.

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): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The number of students achieving a score of 65% or better on the ELA Regents Exam will increase by 6% by from 54% to 60% by June 2011.</p>
<p>Action Plan 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"> • By September 3, the ELA department (including ELL and Special Education teachers) will review the alignment of literacy skills and related assessments across grades so students are learning at grade appropriate levels and are progressing each year. • By September 3, the ELA department (including ELL and Special Education teachers) will meet and review the format of the new ELA Regents examination. • By September 3, the ELA department will review the writing process and rubric and discuss best practices to introduce both documents to the other subjects. • By September 30, the English department head will introduce Writing process and rubric to all Department heads to turnkey during department meetings. • By October 1, the data specialist will work with the ELA department to disaggregate Performance Series results and identify trends that can be used to create goals for groups of students. • By October 1, teachers will have individual folders with student work in all classrooms and work will be available as needed for discussions at department meetings. • By October 1, at least one ELA department meeting per marking period will be devoted to reading and discussing published material on teaching literacy skills and increasing rigor and differentiation in daily lessons. • By November 1, personal professional teacher goals will be created for each teacher in the ELA department which will align to student goals and support student achievement in ELA. • By November 1, the ELA department (including ELL and Special Education teachers) will be provided with professional development on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide

	<p>multiple entry points for all learners.</p> <ul style="list-style-type: none"> • By December 1, ELL, special education, and English teachers will receive QTEL training which will aide them in differentiating lessons for ELLs and other at risk students. • By December 1, the English department will use Acuity data to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary. • By December 1, the ELA department head will work with administration to organize and implement inter-visitations and follow-up feedback sessions for struggling teachers. • Acuity testing will be offered to students and department meetings time will be used to analyze data to determine how to meet student literacy needs. • By April 1, formal and informal data will be used to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • Department meeting time will be devoted to looking for trends in student data in order to group students with similar needs, to read and discuss published material, to monitor student progress towards the school goals and make necessary adjustments, and to align literacy skills and assessments. • Teachers will receive professional development on the use of ARIS and QTEL. • Funds will be used to pay for consultant services to assist the ELA department (including ELL and special education teachers) with differentiation and collaborative team teaching. • The ISA coach will be used to assist the ELA department head in planning and running ELA department meetings. • Funds will be devoted to buying and organizing individual folders for student work and for differentiated texts. • Coverage periods may be needed for teachers to visit other classrooms.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas and Decision Minutes from weekly ELA department meetings will be posted on ARIS Connect and will reflect the topics listed above. • Predicted progress towards school goal checked and necessary adjustments made twice during school year (by December 1 and April 1). • Protocols and other materials from discussions and workshops will be posted on ARIS Connect or housed in a department binder. • Acuity, ARIS, and QTEL training takes place during the fall semester, 2010. • Inter-visitations begin by December 2010. • All teachers have personal professional goals by November 2010.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • The ISA coach will be used to assist the Social Studies department head in planning and running Social Studies department meetings. • Global History Regents and United States Regents preparation courses offered to students during the school day as well as afterschool and at the Saturday Academy. • Funds will be allocated for the purchase of non-fiction and fiction texts for Social Studies classrooms. • Coverage periods may be needed for teachers to visit other classrooms.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas, Decision Minutes from weekly Social Studies department meetings will be posted on ARIS Connect and will reflect the topics listed above. • The Social Studies department will review course passing rates at the end of each marking period for adjustments to student goals and teacher units and lessons. • The Social Studies department will review cumulative exams and midterms using item analyses for targeted follow-up with students. • The Social Studies department will review January Regents exam scores for targeted follow-up with students and adjustment to student goals.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, our school-wide attendance rate will increase from 81% to 85%, an increase of 4%.</p>
<p>Action Plan 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"> • By August 30, the principal will assign an assistant principal to general oversight of attendance initiatives. • By September 15, the assistant principal will convene an attendance team to meet once a week to discuss school-wide attendance improvement measures including incentives, rewards and trips. The team will consist of (at minimum) the assistant principal, attendance coordinator, data specialist, social worker, Attendance Consultant, and attendance teacher. • By September 15, the attendance team will create a hallway bulletin board display acknowledging weekly and, on October 1, monthly attendance of 90% or above by grade level. • By October 1, a school aide, functioning as attendance coordinator, will update the automatic school-messenger phone machine so calls can be made to students who are absent • By October 1, the attendance coordinator will regularly oversee making live calls and sending letters to students who are absent 3 days and again before 10 days, and to coordinate outreach with the attendance teacher to students who are absent at least 10 days. • By October 1, the attendance team will collaborate with an attendance consultant to streamline school-wide attendance systems and offer professional development to faculty on the importance of timely and accurate attendance taking and how attendance correlates to student performance. • By October 1, the school data specialist will begin to publish monthly attendance reports with attendance data disaggregated by multiple sub-groups (including grades, lowest third, overall percent of attendance, etc.). • By October 1, monthly school and/or grade assemblies/celebrations will give students attendance information and an award students with attendance above 90%. • By November 1, a daily attendance display will be posted in the main office to keep teachers updated on attendance initiatives and data. • By November 1, the assistant principal and attendance coordinator will include a monthly memo about attendance initiatives in the principal's weekly update to faculty. • By November 1, the attendance team will institute a monthly incentive program for students with 90% or above monthly attendance. The team will work with the student government to determine the types of incentives to offer.

	<ul style="list-style-type: none"> • By December 1, the attendance coordinator will regularly collaborate with student advisors to monitor and address trends in individual student attendance. Advisors will regularly place live calls to the homes of student advisees who are showing negative attendance trends. • By December 1, the attendance team will review school's progress towards the school-wide attendance goal and make adjustments to the action plan as necessary. The team will communicate ongoing school-wide attendance data, progress towards the goal, and any action plan adjustments to the entire PNA faculty. • By December 1, monthly attendance information will be included in the parent newsletter • By January 1, the attendance team will create and deliver additional professional development for teachers around increasing student attendance. • By February 1, the attendance team will meet with the student government to plan additional attendance incentives for students with 90% and above. • By April 1, the attendance team will review school's progress towards the school-wide attendance goal and make adjustments to the action plan as necessary. The team will communicate ongoing school-wide attendance data, progress towards the goal, and any action plan adjustments to the entire PNA faculty.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • Beginning in the summer 2010, time will be allocated for the attendance team to begin meeting and planning on a regular basis. Beginning August 30, these team meetings will occur on a weekly basis. • Funds will be allocated to pay for the Attendance Consultant, attendance teacher, school-messenger phone machine, and supplies for sending absence letters home. • Funds will be allocated for attendance incentives including prizes, trips, etc. • Class time will need to be devoted to monthly school wide assemblies. • Planning school-wide assemblies and meeting to brainstorm ideas will require collaboration between the attendance team and teacher and student leaders. • Time and money will be devoted to various professional development sessions.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Agendas and Decision Minutes of weekly attendance team meetings will be posted on ARIS Connect. • Automatic school-messenger phone machine updated and functioning properly. • Data specialist will produce attendance data reports. • Hallway bulletin boards created and updated on a weekly and monthly basis. • Regular attendance memos appear in principal's weekly update. • Progress towards school goal checked and necessary adjustments made twice during school year (by December 1 and April 1). • Attendance displays by teacher updated daily. • Monthly incentives are publicized school-wide. • Agendas and Decision Minutes kept of all meetings involving attendance personnel.

Subject/Area (where relevant): Graduation Rate

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, overall credit accumulation will increase 5% at each grade level as measured by the annual progress report.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>PNA will engage in the following:</p> <ul style="list-style-type: none"> • Provide targeted support to our special education students. <ul style="list-style-type: none"> - Teachers will receive professional development and department support on CTT and differentiation best practices and strategies. - Individual student data collection using Performance Series, Slosson testing and Kaleidoscope to support individual and group goal setting and tracking as well as inform teacher instruction. - Focus on cooperative grouping as a differentiation strategy. - Special education teachers will attend department meetings to aide in differentiation strategies and curricular accommodations and modifications for students with special needs. • Provide targeted support for our ELL students. <ul style="list-style-type: none"> - Provide QTEL training to teachers in order to support differentiated classroom instruction that supports ELL students at varying levels. - ELL teachers will attend department meetings to assist teachers with strategies that support ELL students in their classrooms. • Implement attendance incentives to improve student attendance. <ul style="list-style-type: none"> - Utilize student advisory and government for student voice in types of incentives. - Conduct monthly school and/or grade assemblies to celebrate students with good attendance. • Use data to identify student needs and inform instruction. • Employ credit recovery options as a means for allowing students to get back on track. • Create inquiry teams at each grade level to address struggling students. • Adopt a school-wide grading system (Teacher Ease) to increase transparency and awareness of assignments and grades for students and for their families. • Utilize ARIS as the tool to monitor attendance, credits, and assessments (including Regents Exams, Performance Series, and Credit Recovery). • Utilize the advisory program to support struggling students. • Enhance our portfolio process so it supports student achievement. • Provide teachers with PD on differentiation, CTT, and QTEL to support rigorous

	<p>differentiated lessons for all students.</p> <ul style="list-style-type: none"> • Engage in administrative walkthroughs and informal observations regularly that support teacher development towards their goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<ul style="list-style-type: none"> • Funds will be allocated to cover the cost of professional development for teachers. • Per session will be made available for collaborative group work and team meetings. • Professional development time will be allocated to the following topics: <ul style="list-style-type: none"> - Differentiation - QTEL - Collaborative Team Teaching best practices and strategies - ARIS (including ARIS Connect) - Goal setting • Funds allocated for the purchase of Kaleidoscope to support data gathering on student preferred learning styles. • Funds allocated for the purchase of Aventa to support credit recovery.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Use of QTEL, CTT, and differentiation strategies evident during administrative walkthroughs and informal observations. • Attendance data disaggregated regularly by data specialist to track and monitor progress towards the school-wide attendance goal. • Credit recovery offered at several points during the school year. • Grade team meetings follow the inquiry team process and agendas and Decision Minutes put on ARIS Connect. • Teacher Ease used by all teachers and used to notify students and their families of their progress between report cards. • Notes from administrative walkthroughs and informal observations collected and feedback given to teachers.

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	68	5	4	4	68		68	
10	10	26	13	10	88		88	
11	9	7	26	24	118		118	
12	10	5	2	29	93		93	

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p>
<p>ELA:</p>	<p>Each 9th grader receives a second ELA (elective) class geared towards the development of foundational writing skills. A Read 180 class is offered during the 9th period of the day as an additional intervention service. Read 180 is open to students of all grades. Tutoring is offered four times a week during 9th period as well. Students with identified needs (i.e. those needing to pass the Regents Exam) are programmed for special classes designated to help them focus on key learning objectives. We also offer 9th period support.</p>
<p>Mathematics:</p>	<p>In addition to their core math class, tutoring is also available four times a week. Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed for special classes designed to help them focus on key learning objectives. 9th period is an opportunity offered for students who need additional support.</p>
<p>Science:</p>	<p>Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed for special sciences classes in the 12th grade. These classes are designed to help students focus on key learning objectives.</p>
<p>Social Studies:</p>	<p>Students with identified needs (i.e. those not passing the Regents Exams) are programmed for special classes. Students receive additional instruction in US History during 1st period, and additional instruction in Global Studies during 9th period. Tutoring is also offered four times a week.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>The following at-risk services are provided by our Guidance Counselors:</p> <ul style="list-style-type: none"> - Advisory: Students are supported through an examination of relevant topics of interest and need. Counselors provide advisors with materials an instructional support. Guidance Counselors also push-in to advisories and lead sessions on a regular basis. - Workshops related to college planning. - Walk-in counseling: counseling services are provided to individual students when needed. - Alternate Placements - Students who are not on track, have few credits and are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed. - Support for Struggling Seniors – Several times per week, individual and group meetings occur with 12th graders at risk of not graduating - Individual Career Plan - Transcript reviews are conducted for every student. This is done through advisory on an individualized basis.
<p>At-risk Services Provided by the Social Worker:</p>	<p>The following At-risk Services are provided by our Social Worker:</p> <ul style="list-style-type: none"> - Mandated Counseling for Students with IEP’s – Done one on one and in small groups as outlined in IEP documentation. - Short Term Counseling- Conducted on a walk-in case by case basis.

	<ul style="list-style-type: none"> - Alternate Placements - Students who are not on track, have few credits and are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed basis. - Articulation/9th Grade Transfer Counseling – Provide placement services to 9th graders considering a school transfer. - Advisory – Students are supported through examining relevant topics of interest and of need. Students primarily meet as a group, but individual case counseling is another component of advisory. - Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans. - Attendance – Provide counseling to students who are habitually absent from school. - Referrals – Made as needed to mental health clinics and pregnancy prevention clinics.
At-risk Health-related Services:	A campus nurse provides drop-in services for students on an individual, as needed basis. Students go to the main office and get a pass from the nurse (who is located on the second floor).

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.

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.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 57

Number of Teachers 3 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Each grade has a dedicated ELL stream that the students follow. Advanced ELLs in each stream receive one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive one period of push-in and one English pull-out from an ELL teacher every day. Beginners receive one period of push-in support from an ELL teacher, one period of pull-out support, and one additional 9th period pull-out class. All 9th grade ELLs receive a writing class which is taught by an ELL teacher each day.

ELL students in each grade receive services in a general education setting. This gives Students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas. This

Our school is structured into instructional teams. All teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction, curriculum maps, and scope and sequence for each class. All teachers are given time to discuss student progress and develop instructional plans that scaffold learning for each student. In addition to circular six assignments, ELL teachers meet with grade teams once a week, which enables them to discuss the needs of individual and groups of students. The ELL teachers make up one of our instructional departments. The ELL department head participates in weekly Instructional Cabinet meetings with administration and other department heads once a week. In addition, the ELL department meets once a week to discuss matters pertaining to instruction, compliance, etc.

Many of our students who struggle with academic skills are assisted by other students who are part of their cooperative learning groups. These peer-tutors serve as resources to help learn both content and English language skills. As a result, students who at the beginning level of English language acquisition are assisted through their native language with skills that demonstrate competency in content as well as language transfer skills. Intermediate and advanced students sharpen their language skills through presentations and portfolio construction. There are extensive extracurricular activities including campus-wide arts and sports as well as after school tutoring.

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.

Professional Development occurs several times a month and is aligned to the PNA Instructional Framework. The areas of the framework address areas of need of ELL students. These include the following:

1. Engagement: Students engage in activities that make real world connections and provide opportunities for experiential learning. Students are active participants in the entire lesson. *Teacher professional development focuses on connecting students’ prior knowledge, life experience and interests with learning goals, facilitating learning experiences that promote autonomy, interaction, and choice, and engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful to all learners.*
2. Understanding: Students’ understanding of the lesson expectations and content is checked at several points during the lesson. Students are given multiple opportunities to demonstrate understanding. Individual and group conferencing is used to gather data on student understanding. *Teacher professional development focuses on using a variety of instructional strategies and resources to respond to students’ diverse needs, and promoting self-directed, reflective learning for all students.*
3. Tone and Culture: Classrooms uphold a respectful academic culture that is responsive to student needs and promotes a belief in student ability. Classrooms are a safe space where students feel comfortable taking risks. Students have multiple opportunities to experience success and these successes are celebrated. *Teacher professional development focuses on establishing a climate that promotes fairness and respect, promoting social development and group responsibility, establishing and maintaining standards for student behavior, and using instructional time effectively.*
4. Physical Space: Classrooms are student centered and there are visible supports for student learning (i.e. posted agendas, do nows, learning objectives, etc.). Seating supports the lesson. The appearance of the classroom is neat and organized and student work is showcased both inside and outside of the room. *Teacher professional development focuses on creating a physical environment that engages all students, and planning and implementing classroom procedures and routines that support student learning.*
5. Academic Rigor: Content is aligned to standards. Questions and objectives are at multiple levels on Bloom’s Taxonomy. There is a clear and consistent focus on college ready skills. Students are engaged in project based tasks that promote authentic inquiry and critical thinking. *Teacher professional development focuses on demonstrating knowledge of subject matter content and student development, organizing curriculum to support student understanding of subject matter, interrelating ideas within and across subject matter areas, developing student understanding through instructional strategies that are appropriate to the subject matter, using materials resources, and technologies to make subject matter accessible to students.*
6. Assessment/Data: There are ongoing quantitative and qualitative assessments that measure both growth and mastery. Data gathered from assessments inform assessments inform instruction. Students are given to students on progress towards their goals. *Teacher professional development focuses on establishing and communicating learning goals for all students, collecting and using multiple sources of information to assess student learning, involving*

and guiding all students in assessing their own learning, using the results of assessments to guide instruction, and communicating with students, families, and other audience about student progress.

7. Direct Teaching: Varied instructional strategies are used during the mini lesson. Abstract concepts are broken down via effective questioning, scaffolding and modeling. *Teacher professional development focuses on developing and sequencing instructional activities and materials for student learning, and designing short-term and long-term plans to foster student learning.*
8. Differentiation: Lessons provide multiple entry points for the needs of all learners. Student interests and learning styles are addressed. Strategies such as strategic grouping and the use of technology are used to target instruction for groups of students. *Teacher professional development focuses on drawing on and valuing students' backgrounds, interests, and developmental learning needs, establishing and articulating goals for student learning, and modifying instructional plans to adjust for student needs.*

Additional Professional Development areas are planned as follow:

- Quality Teaching for English Language Learners (QTEL)
- Vocabulary strategies
- SIOP workshops
- Developing student speaking and listening skills in the classroom

Section III. Title III Budget

School: Pablo Neruda Academy for Architecture & World Studies (08X305) BEDS Code: 320800011305

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		
Purchased services - High quality staff and curriculum development contracts.	5,000	QTEL professional development (<i>code 40</i>)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	1,500 250 250 8,000	Curriculum for beginner ELL pull-out classes (<i>code 45</i>) Materials and refreshments for parent involvement meetings (including PA, SLT, and ELL parent workshops) (<i>code 45</i>) Materials and refreshments for parent involvement activities (including Gala, and Night at the Museum) (<i>code 45</i>) Projectors and laptops (<i>code 45</i>)
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	15,000	

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

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.

Incoming student data is monitored to identify families who may need translation and interpretation services. The main office has posted the required multi-language notices that language translation and interpretation services are available. We use the Home Language surveys (and the HLIS) to monitor languages spoken at the homes of our students. Home language survey data suggest that many of our families speak Spanish and Bengali at home. Many members of our office staff, as well as our Parent Coordinator are fluent in Spanish. Translation services are offered to the families of our students who speak Bengali. All communication with homes is translated into Spanish, and Bengali (when possible).

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.

An examination of the Home Language Surveys (using the HILS) identified the need to translate key documents especially into Spanish and Bengali. The school community receives weekly electronic communication (PNA Weekly Update). The community was informed that home language information can be found on ARIS under the "Contact Information" section for each student.

Part B: Strategies and Activities

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

The Translation and Interpretation Unit will be contacted as needed to translate letters and related material distributed to students. Written translation into Spanish will be completed by our Parent and Community Coordinators. The ELL Assistant Principal and Parent and Community Coordinators will monitor a list of required or recommended documents that must be mailed to families during the school year in order to determine, in advance, when written translation services are needed for families who speak Bengali.

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.

Many members of the PNA office staff, including the Parent and Community Coordinators, are fluent in Spanish and these faculty members will be utilized to provide oral interpretation services for families who speak Spanish. The DOE Translation and Interpretation Unit's over the phone interpretation services will be used for families who speak Bengali.

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>.

Our Parent Coordinator will work with the ELL Assistant Principal to ensure families who require language assistance services are given a copy of the Bill of Parent Rights and Responsibilities. Notices of the availability of interpretation services are posted in conspicuous locations, (including the Parent Coordinator and Main Offices). Key staff (i.e. administration, Parent and Community Coordinators, Main Office staff, etc.) will review the DOE's parental notification requirements for translation and interpretation 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:	316,070	128,447	444,517
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,160	1,284	4,444
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	15,804	*	15,804
4. Enter the anticipated 10% set-aside for Professional Development:	31,607	*	31,607

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: TBD
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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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.

Grade Teams and Departments will triangulate school data to determine the extent to which we are servicing the academic needs of students. Data used in this investigation will include incoming information on our 9th graders including Math and ELA proficiency levels. In addition, teams will examine student performance on periodic and summative assessments, i.e. classroom assessments, Regents exams, Performance Series results, and Acuity results.

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:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We are aware that many of our students come to us already behind with respect to academic skills. To immediately address this, we provide a Summer Bridge program which serves as a foundation for our 9th grade class. We provide our 9th graders with 2 sections of ELA to help strengthen their skill levels in the areas of reading and writing. We have a dedicated staff of teachers, many of whom provide tutoring services during our extended day program. Additional information regarding academic intervention services (AIS) can be found on pages 23-23 of this document.

For students who excel academically, we provide enrichment opportunities such as our College Now program which we offer in partnership with Hostos Community College. Participating students can attend college and earn credits at no cost. Most of our students are in need of remediation, but some are more advanced and are ready for higher level work. We continue to look at ways of differentiating our curriculum and program offering so that we provide each student with a rigorous educational experience.

3. Instruction by highly qualified staff.
 - A hiring committee interviews all available candidates to search for the most highly qualified candidates are hired.
 - Teacher observations occur on a regular basis as a means to ensure high quality instruction.
 - PD is regularly offered to teachers based on established goals and identified needs
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.
 - Our lead partner, Institute for Student Achievement, provides staff with PD via two institutes (winter and summer).
 - An ISA coach works weekly with individual teachers (as needed)
 - Staff receive differentiated PD sessions from internal and external facilitators once a month
 - Grade Team Leaders and Department Heads meet weekly with the Principal to develop their instructional and leadership capacities
 - Staff receives PD through DOE and contracted vendors on as needed basis to ensure ability to provide quality service to students
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Recruitment fairs are attended to fill vacancies
 - Work with placement agencies such as Teach For America and NYC Teaching Fellows
 - Collaboration with ISC director of human resources
 - Collaboration with Network
6. Strategies to increase parental involvement through means such as family literacy services.
 - Parents are surveyed to determine the type of support services they are interested in
 - Parent workshops will be offered at least twice a year
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.
 - N/A
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.
 - Teachers are invited to participate on the Testing Team
 - Teachers receive professional development about ongoing quantitative and qualitative assessments, using the data to inform instructions, giving students feedback, and creating group and individual student goals in their classrooms

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.
 - Students are assessed by teachers and struggling students are targeted for tutoring services
 - Progress Reports are distributed 4 times per semester which enable students, their parents and advisors regular and timely measurements of how students are performing overall
 - Advisors case conference with students and those failing two or more courses receive support from advisors and teachers
 - Teacher Ease will be implemented to provide students and parents/guardians timely feedback regarding performance

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.
 - Social worker and Guidance Counselors coordinate partnerships with outside agencies to provide students with needed intervention and support services
 - These agencies often work through the Advisory program to assist students

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” ¹ 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 ² 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	✓			316,990	✓	5, 12-19, 22-23, 25-27
Title I, Part A (ARRA)	Federal	✓			128,447	✓	5, 12-19, 22-23, 25-27
Title II, Part A	Federal			✓			
Title III, Part A	Federal		✓		15,000	✓	28
Title IV	Federal			✓			
IDEA	Federal		✓		50,966	✓	5, 10
Tax Levy	Local	✓			2,810,250	✓	5, 12-19, 22-23, 25-27

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

1. Use program resources to help participating children meet the State standards.
 - N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
 - N/A
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;
 - N/A
4. Coordinate with and support the regular educational program;
 - N/A
5. Provide instruction by highly qualified teachers;
 - N/A
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - N/A
7. Provide strategies to increase parental involvement; and
 - N/A
8. Coordinate and integrate Federal, State and local services and programs.
 - N/A

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: _____ **SURR³ 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.
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.

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

School Under Registration Review (SURR)

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.

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

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>

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.)
 - 8 students
2. Please describe the services you are planning to provide to the STH population.
 - Schedule accommodations will be made
 - At risk counseling from Social Worker
 - Breakfast in the classroom being implemented so students are able to eat breakfast in their 1st and 2nd period classes
 - Advocating with teachers for instructional accommodations
 - Tutoring during lunch and after school
 - Health services through a partnership with Bronx Lebanon Hospital

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

School Name:	Pablo Neruda Academy for Architecture and World St					
District:	8	DBN:	08X305	School	320800011305	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		82.5	82.6	82.0
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	93	96	66				
Grade 10	134	130	127				
Grade 11	77	92	96				
Grade 12	73	73	74				
Ungraded	3	1	1				
Total	380	392	364				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	91.8	92.4	87.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	70.8	85.8	83.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	7	125	19

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	7	7	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	10	7	1	Principal Suspensions	28	85	74
# in Collaborative Team Teaching (CTT) Classes	79	88	79	Superintendent Suspensions	10	5	7
Number all others	4	4	14				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	3	3	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	32	34	38
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	7	8	6
# receiving ESL services only	56	53	TBD	Number of Educational Paraprofessionals	0	2	2
# ELLs with IEPs	13	16	TBD				

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
	6	8	64	% fully licensed & permanently assigned to this school	100.0	100.0	87.9
				% more than 2 years teaching in this school	31.3	45.7	50.0
				% more than 5 years teaching anywhere	18.8	25.7	34.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	63.0	71.0
American Indian or Alaska Native	0.0	0.3	0.8	% core classes taught by "highly qualified" teachers	79.8	91.5	82.6
Black or African American	26.1	25.8	26.6				
Hispanic or Latino	71.8	70.9	68.4				
Asian or Native Hawaiian/Other Pacific	1.3	1.3	3.0				
White	0.5	1.3	1.1				
Male	63.4	63.5	65.1				
Female	36.6	36.5	34.9				

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

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	X
Math:		Math:	v
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	Math	Grad Rate**	
All Students	-	-	-	X	v	v	74
Ethnicity							

American Indian or Alaska Native							
Black or African American				-	-	-	
Hispanic or Latino	-	-	-	X	v		
Asian or Native Hawaiian/Other Pacific Islander				-	-	-	
White							
Multiracial						-	
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged				X	v		
Student groups making	0	0	0	0	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	UPF
Overall Score:	66.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	P
School Environment:	8.7	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	UPF
School Performance:	15.5	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	UPF
Student Progress:	39.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	3		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**PABLO NERUDA ACADEMY
FOR ARCHITECTURE AND WORLD STUDIES**

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Principal: Sabrina Cook

Assistant Principal: David Liu

Assistant Principal: Annie Heller

PNA Parental Involvement Policy

PNA Parent Involvement Policy and Goals

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PNA supports parental involvement by encouraging meaningful participation in the life of the school through involvement in the Parent Association, School Leadership Team, Parent-Teacher Conferences, and other school activities (such as Gala and Night at the Museum).

Ensuring All Parents Have the Opportunity to Participate

All parent teacher conferences have an evening and afternoon component to ensure parents have the opportunity to attend regardless of their work schedule. Opportunities for parents to participate are grouped as much as possible so parents only have to make arrangements once or twice a month. In addition, It is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community.

Mechanisms and Procedures for Informing Parents of Meetings, Workshops, and Other Opportunities

Parents are notified well in advance of school conferences, events, and meetings with the hope that parents are able to make arrangements so they are able to attend. Notification happens through a monthly newsletter, reminder mailings, backpacked fliers, automated phone calls, and live phone calls from advisors and other office staff. Written materials as well as phone calls are delivered in both Spanish and English.

Parental Involvement in Decision-Making

Parents were asked to complete a survey containing a needs assessment at the beginning of the year. The PA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings. The Parent Coordinator maintains regular contact with the members of the PA Executive Board and parent members of the School Leadership Team.

There is a defined process for becoming members of the PA Executive Board and School Leadership team. After a ten day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school. The members of the Parent Executive Board are asked to sign off on the School/Parent Compact and the

Title I budget modifications as necessary. They also sign off on the school parent involvement plan which is the culmination of discussions with all constituencies.

Assessing the Efficacy of Our Involvement Plan

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration also addresses parent concerns monthly at staff meetings, during Parent Involvement Team meetings, and in the principal's Weekly Update.

Parental Involvement in the Development and Approval of the School/Parent Compact

The Compact is developed after consultation with the parents and the administration. Its development and approval happens with parent members of the SLT meetings at the beginning of each year. Parent members of the SLT subsequently share it with the PA.

Parental Involvement in the Development and Approval of the School/Parent Involvement Plan

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through SLT and PA meetings.

**PABLO NERUDA ACADEMY
FOR ARCHITECTURE AND WORLD STUDIES**

Stevenson Campus
1980 Lafayette Avenue, Rm. 497
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www.pablonerudaacademy.org



Principal: Sabrina Cook

Assistant Principal: David Liu

Assistant Principal: Annie Heller

School – Parent Compact

Pablo Neruda Academy for Architecture and World Studies 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), agree that this Compact outlines how the parents, the entire school staff, and the students will share that 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**.

PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Pablo Neruda Academy for Architecture and World Studies 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:
 - In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life- long learners. Our teachers will meet weekly as departments and grade teams to examine the eight PNA Instructional Framework Areas as they relate to curriculum, as well as engage in inquiry work focused on impacting student achievement for struggling students.. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.
 - Teachers in each subject area will follow a scope and sequence and curriculum map which have been developed by appropriately licensed classroom teachers, using State Standards as a guide.
 - Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.
 - The students will be given many resources to assist them in their educational journey; appropriate textbooks, access to laptop computers, etc.
2. Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 28th and 29th in the Fall, and March 17th and 18th in the Spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

- Progress reports will be issued twice a semester to inform families of their student's progress in their classes. Progress reports are mailed and backpacked to homes.
 - Report cards are issued twice a semester. Report cards are mailed and backpacked to homes as well as distributed during parent-teacher conferences.
 - Student transcripts are mailed and backpacked to homes at the end of each semester, as well as at the beginning of each school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents can request to see any member of the staff either in writing or verbally. The staff member will work with the parent to set-up a convenient time for the meeting.
 - The Principal and Assistant Principals have an open door policy.
 5. Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
 - Back to School Night will be conducted by classroom teachers during the month of September.
 - Parents will be invited to attend Gala and Night at the Museum where student projects will be showcased.
 - Parents are invited to attend the Summer Bridge program's culmination celebration where student projects are showcased.
 - Parents of 12th grades are invited to participate in portfolio presentations.

Parent Responsibilities

Parents will support learning in the following ways:

1. Supporting student learning by making education a priority in at home:
 - Ensuring student is on time and prepared everyday for school
 - Monitoring attendance
 - Talking students 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 watched
2. Participating, as appropriate, in decisions relating to education
3. Promoting positive use of extracurricular time
4. Participating in school activities on a regular basis
5. Communicating with the school by promptly reading all notices from the school and responding as appropriate
6. Respecting the cultural differences of others
7. Helping students accept consequences for negative behaviors
8. Being aware of and following the rules and regulations of Pablo Neruda Academy and the Department of Education

9. Supporting the school discipline policy

10. Expressing high expectations and offering praise and encouragement for achievement

PART II OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities

Students will share the responsibility to improve academic achievement and achieve the State's high standards. Specifically, students will:

- Come to school on time, prepared to work
- Come to school with all the necessary tools of learning-pens, pencils, books, etc.
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Ask for help when needed
- Do homework every day and ask for help when needed
- Study for tests and complete assignments
- Read every day outside of school time
- Get adequate rest every night
- Give parents all notices and information we receive at school every day.]

Other Responsibilities

Pablo Neruda Academy for Architecture and World Studies will also:

Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time 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 and will encourage them to attend.

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 practical, in a language that parents can understand.

Provide to parents 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 student progress, and the proficiency levels students are expected to meet.

At 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 possible.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

SIGNATURES

School Staff

_____ Name	_____ Signature	_____ Date
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_____ Name	_____ Signature	_____ Date
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_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

Parents

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

Students

_____ Name	_____ Signature	_____ Date
---------------	--------------------	---------------

_____ Name	_____ Signature	_____ Date
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**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 CFN 404	District 08	School Number 305	School Name Pablo Neruda Academy
Principal Sabrina Cook	Assistant Principal Annie Heller		
Coach	Coach		
Teacher/Subject Area Peter Caldeira/ESL	Guidance Counselor Maria Petrone		
Teacher/Subject Area Diana Agosta/ESL	Parent		
Teacher/Subject Area Wanda Linares/ESL	Parent Coordinator Alex Romero		
Related Service Provider	Other		
Network Leader Terry Byam	Other		

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	3	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	2
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	31

C. School Demographics

Total Number of Students in School	368	Total Number of ELLs	57	ELLs as Share of Total Student Population (%)	15.49%
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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.

1. When a new student, who may be an English Language Learner, comes to our school, a certified ESL teacher conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, the Parent Coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

Before the NYSESLAT administration window opens, the three certified ESL teachers meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. Students will then receive schedules for each modality of the NYSESLAT. The ESL teachers administer the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teachers throughout the testing window in a separate location.

2. Twice a year, in the Fall and in the Spring, the Parent Coordinator and a certified ESL teacher have a workshop to explain the three program choices for ELL students. Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. When our school receives new students throughout the year, we invite parents for an individual meeting or one-on-one phone call to provide them with the information, within one month of when the student enters.

3. The Parent Coordinator sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms and explains that the forms need to be returned to the school. We make sure the forms are returned by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students and by placing phone calls. Since all parents attend the program choice workshop at the beginning of the school year, we remind them at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit.

4. Identified ELL students are placed in the program chosen for them by their parents after the program choice workshop is attended. If an ESL instructional program is chosen, we meet with the parents and student to explain to them (in their native language) exactly what this program looks like at our school and what the student's schedule will be. If a bilingual program is chosen, and 15 or more parents/students have chosen this option, we will open a bilingual class. If less than 15 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

5. A majority of parents have chosen the Freestanding ESL instructional program.

Freestanding ESL :

9 (2007-2008) 6 (2008-2009) 7 (2009-2010)

Bilingual :

0 (2007-2008) 0 (2008-2009) 0 (2009-2010)

6. Yes, our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by adding an additional Beginner ESL course and an Intermediate ESL course during the school day, taught by certified ESL teachers. We have also lengthened our school day and have set a goal to expand our course and support offerings during this time.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										1	1	1	1	4
Push-In										2	2	2	2	8
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	22	Special Education	11
SIFE	8	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	21

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	22	3	1	14	5	2	21	0	8	57												
Total	22	3	1	14	5	2	21	0	8	57												

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0

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
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	17	13	9	47
Chinese														0
Russian														0
Bengali										2	4		2	8
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	10	22	13	12	57

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.

1. a. Instruction is delivered through Push-In (Co-Teaching) and Pull-Out services. Advanced ELLs in each stream receive one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive one period of push-in and one English pull-out from an ELL teacher every day. Beginners receive one period of push-in support from an ELL teacher, one period of pull-out support, and one additional 9th period pull-out class. All 9th grade ELLs receive a writing class which is taught by an ELL teacher each day.

1. b. Each grade follows a block model, with a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with Heterogeneous classes. This gives students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas.

2. a. Beginner ELLs:

45 minutes per day – Push-In (Co-Teaching) with certified ESL teacher

45 minutes per week – ELA Pull-Out with certified ESL teacher

45 minutes per day – After school academic intervention with certified ESL teacher

Intermediate ELLs:

45 minutes per day – Push-In (Co-Teaching) with certified ESL teacher

45 minutes per week – ELA Pull-Out with certified ESL teacher

Advanced ELLs:

45 minutes per day – Push-In (Co-Teaching) with certified ESL teacher

45 minutes per week – ELA instruction

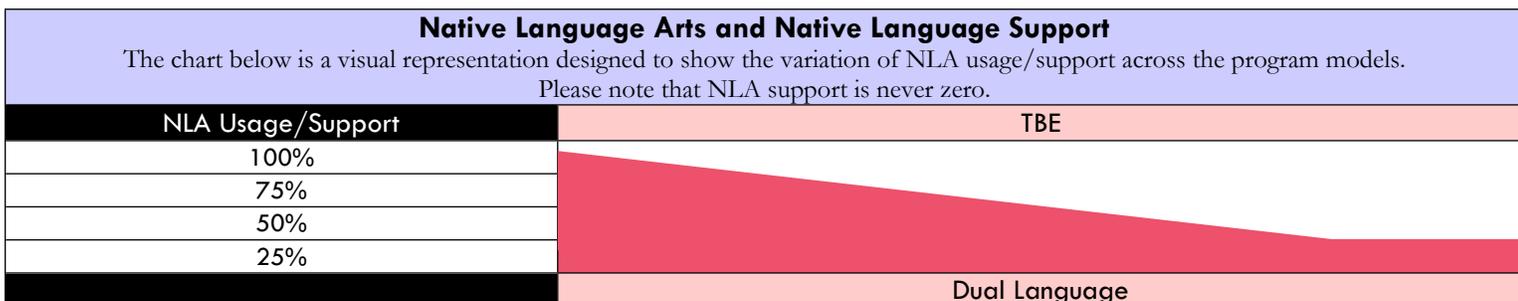
3. Our school is structured into instructional teams. All teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class. All teachers are given time to discuss student progress and develop instructional plans that scaffold learning for each student. In addition to circular six assignments, ELL teachers meet with grade teams once a week, which enables them to discuss the needs of individual and groups of students. The ELL teachers make up one of our instructional departments. The ELL department head participates in weekly Instructional Cabinet meetings with administration and other department heads once a week. In addition, the ELL department meets once a week to discuss matters pertaining to instruction, compliance, etc.

Many of our students who struggle with academic skills are assisted by other students who are part of their cooperative learning groups. These peer-tutors serve as resources to help learn both content and English language skills. As a result, students who at the beginning level of English language acquisition are assisted through their native language with skills that demonstrate competency in content as well as language transfer skills. Intermediate and Advanced students sharpen their language skills through presentations and portfolio construction. There are extensive extracurricular activities including campus-wide arts and sports as well as after school tutoring.

4. a. SIFE students are identified at the beginning of the year by a certified ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school and by a certified ESL teacher.
4. b. In addition to push-in services, co-teaching, and pull-out services during the school day, our newcomer ELLs receive additional support after school from a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.
4. c. These ELL students receive push-in services, co-teaching, and pull-out services during the school day. They also attend after school where they receive academic interventions and addition support from a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.
4. d. These ELL students receive push-in services and co-teaching during the school day. All LTEs work with Keystone for one hour every day as an academic intervention for reading and writing in English. LTEs are also provided additional services during the advisory period twice a week where students receive ESL strategies focused on learning academic English with an emphasis on reading and writing. Here ELLs are given strategies in academic English and the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). In addition, content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.
4. e. ELL students who are also identified as having special needs also receive push-in services, co-teaching, and pull-out services during the school day. They attend after school where they receive academic interventions and additional support from the ESL teacher and Special Education teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teachers also collaborate with the Special Education teachers to ensure they are working towards the goals on the student's IEP.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	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			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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?

5. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 45 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills. We would like to expand the program so that all LTE students can take part in 45 minutes per day of extra support after school.

During the school day: We utilize a push in, co-teaching, and pull-out model across all grades to provide ELL services during the school day. Two of our ESL teachers push into content area classes and co-teach with the general education teacher two periods a day. Beginner and Intermediate students also receive a period a day of pull-out support and all 9th grade ELLs receive a period of writing instruction a day. We would like to add to these services by providing LTE students with small group instruction focusing on math, writing, and reading interventions.

6. Former Ells receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.
7. We are exploring the possibility of expanding our 9th period program to include all LTEs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.
8. Our ELL Department Head will focus more time on leading the ELL Instructional Team and pushing in to classrooms and will delegate all ELL compliance work to the ELL Assistant Principal. We identified this as a need based on feedback from our School Quality Review and ELL data results (from the NYSESLAT, Acuity, Performance Series, Regents exams, and course pass rates).
9. ELL students in each grade receive services in a general education setting with Heterogeneous classes. In addition, all beginner ELLs are enrolled in a 9th period class that provides this particular subgroup extra support each day. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Lego Architecture Club, Art and Mural Club, Robotics, Student Government, Youth Service Club, Theater Club, Poetry/Spoken Word, Young Women's Group, Movie Club, etc.
10. We have an Intermediate ELL curriculum as well as supplemental resources for all ELL teachers. This year we are purchasing a curriculum to support our Beginner ELLs, as well purchasing more technology to support all of our ELLs.
11. In our model, ELL students' native language skills are strengthened through thematic units through the arts (i.e. art, music, dance, media). These units are taught in our pull-out support during the school day as well as after school during 9th period.
12. Yes, they do.
13. Our school holds orientation for all new students during the summer. We explain to ELLs the programs offered, they are able to meet and greet their teachers and take tours of building, and answer we can any questions that ELLs and parents may have.
14. Currently Spanish is the only language elective offered to ELLs. In the future we would like to add AP Spanish.

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)?

1. N/A
2. N/A
3. N/A
4. N/A
5. N/A

D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to

teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.

In addition to circular six assignments, ELL teachers meet with grade teams and department teams once a week, which enables them to discuss the needs of individual and groups of students. During our monthly targeted PD sessions, the ESL teachers provide professional development by presenting strategies and interventions that will support our ELLs, including our LTE, population. Some of these sessions may include Scaffolding in the Content Areas, Native Language Literacy Development, ESL in the Mathematics Classroom, Differentiation in the ESL Classroom, Using Manipulatives and Technology to Enhance Instruction, etc. The weekly team time will also be a place for teachers to turnkey “best practices” learned at QTEL and/or other off-site workshops (i.e. BETAC).

2. We provide professional development on ELLs provided by the ESL teacher and Administrative Team during Curriculum Week and at our August and September whole staff meeting sessions prior to the start of the new school year.

3. These minimum requirements are met as described above in question #1.

E. Parental Involvement

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

1. Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children’s schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, parent resources on ARIS, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. Other topics will be determined by a survey of what parents would like to see covered at these workshops.

All parents are encouraged to attend our monthly Parent Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Gala and Night at the Museum events, and Back to School Night, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:

- South Bronx Overall Economic Development Corporation (SOBRO): Offers ESL classes for parents.
- Community Board 3: Provides workshops and resources for ELL parents.
- Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
- Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
- Human Rights Commission: Provides information on human rights issues.

3. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for

after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services.

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)										4	4	4	1	13
Intermediate(I)										5	10	5	5	25
Advanced (A)										1	8	4	6	19
Total	0	0	0	0	0	0	0	0	0	10	22	13	12	57

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

READING/ WRITING	B										3	3	4	1
	I										4	11	4	5
	A										1	7	4	5
	P										0	0	0	0

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	
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	21		2	
Math <u>IntAlgebra</u>	44		22	
Math <u>Geometry</u>	5		5	
Biology				
Chemistry				
Earth Science	8		2	
Living Environment	23		3	
Physics				
Global History and Geography	20		7	
US History and Government	8		1	
Foreign Language	4		4	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

1. We use Performance Series and Acuity exams to assess the literacy skills of our ELLs at the beginning of each year. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for additional ELA support during the school day as well as after school. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas. (please see Part V: Assessment Analysis)

2. As students move through our school (from 9th grade to 10th to 11th to 12th), they also steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, by 12th grade, we have more students who are at the Advanced level as well as more students who scored Proficient on the NYSESLAT than in the lower grades.

We also noticed, by examining NYSESLAT and Regents data, the less proficient a student is on the NYSESLAT, the more difficulty they have on standardized exams (i.e. Regents) as well as difficulty with their class work.

3. After examining the NYSESLAT modality results, we see that students across all grades generally score higher on the listening/speaking portion of the exam, with many students scoring Proficient; and lower on the reading/writing portion of the exam, with no students scoring Proficient.

Depending on the modalities the students are more/less proficient in, content area teacher will incorporate more mini-lessons with that modality. In addition, work will be done during 9th period as well as in the pull-out ESL classes to provide further support to students, particularly in reading and writing.

4. a. As students spend more time in our school, we see that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

4. b. Administrators and teacher teams have data meetings to review ELL assessments and use the results to drive instruction. Results are also reviewed at ELL department team meetings and shared with grade teams. Interventions and strategies are discussed during these meetings as well as during common planning times, and then implemented in classes.

4. c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing.

5. a. N/A

5. b. N/A

5. c. N/A

6. Every year, we look at our assessments and student grades and compare this data to previous years. We also look at Performance Series and Acuity results in English and Math. We can see which teachers are more effective with ELLs and use that information to see how

and where to adjust our program.

Additional Information

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

Part VI: LAP Assurances

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

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