



**PELHAM ACADEMY
OF ACADEMICS AND COMMUNITY ENGAGEMENT
11X468**

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

SCHOOL: 11X468

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 11X468 **SCHOOL NAME:** Pelham Academy of Academics & Community Engagement

SCHOOL ADDRESS: 2441 Wallace Avenue, Bronx, NY 10467

SCHOOL TELEPHONE: 718-881-3136 **FAX:** 718-881-3413

SCHOOL CONTACT PERSON: Anthony Rivera **EMAIL ADDRESS:** arivera11@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Bonnie Lefkowitz

PRINCIPAL: Anthony Rivera

UFT CHAPTER LEADER: Claudia Mitchell

PARENTS' ASSOCIATION PRESIDENT: Judy Adama

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 11 **CHILDREN FIRST NETWORK (CFN):** 608

NETWORK LEADER: Rudy Rupnarain

SUPERINTENDENT: Elizabeth White

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
Anthony Rivera	*Principal or Designee	
Claudia Mitchell	*UFT Chapter Chairperson or Designee	
Judy Adama	*PA/PTA President or Designated Co-President	
Judy Brimm	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Renee Oehler	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Bonnie Lefkowitz	Member/ SLT Chair	
Brunilda Rodriguez	Member/ Parent	
Lyvonnia Copeland	Member/ Parent	
Ivan Frasier	Member/ Parent	
Edward Robinson	Member/ Teacher	
	Member/	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions:

At Pelham Academy, our vision is to establish proficiency, character and community among our students. Our mission is to provide our children with the tools *and* supports they'll need to excel at college preparatory high schools and beyond. To do this, students are afforded a rigorous academic curriculum and the instructional supports they need in order to access that curriculum successfully. Ours is a learning community driven by a process of strategic planning, goal setting, data collection and reflection. It is imperative that our students learn to effectively plan, establish goals, and collect evidence as a process of continuous learning and improvement.

All students are afforded 90 minute blocks of instruction in both English Language Arts and Math, enabling teachers in those disciplines to effectively plan for and deliver instruction to all students. To ensure that instructional time is being used efficiently and effectively, teacher teams in each of the 4 major disciplines are programmed for 90 minutes of common planning where they come together as professional learning teams to engage in the inquiry process. Their time is spent analyzing student performance data, analyzing student work, unit planning, lesson planning, goal setting, and progress monitoring.

While our primary focus is academic, we realize that children at this stage in their lives are experiencing a significant and oftentimes tumultuous transition into adolescence. To support them during this transition, our advisory program affords every child access to social and emotional support in the form of an intimate small group setting that is facilitated by a staff advisor. Our students are prepared to assume leadership roles as they are presented with the opportunity to serve as ambassadors of their school in different venues.

Finally, our students come to understand the concept of community as they learn to work together, effectively, within and beyond the walls of our school. Selected as one of 25 schools, citywide, to partner with GenerationOn (formerly Children for Children), our school has adopted and will monitor the impact of a comprehensive service learning initiative. Students are introduced to the concept of community service and have the opportunity to engage in service learning initiatives and design service projects to address needs within their own communities.

Finally, our families have always and continue to play a crucial role in the success of all our children. We work to ensure that families continue to remain engaged in the critical yet complex tasks associated with supporting their development and progress. Our curriculum night early in the year allows families the opportunity to meet with the teachers and discover what their children are learning and how they can help. We will continue to host numerous events (i.e. Fall Festival, Talent Show, Family Fun Day) where we showcase student work, efforts and talents and allow families to join the school in recognizing and celebrating our student body.

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.

This document, saved as a PDF, could not be inserted into the CEP without losing its formatting. The CEP data will be faxed in and emailed under separate cover.

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?
-

Student Performance Trends

- 32% of our students demonstrated proficiency in ELA (ranked in the 59th percentile citywide and in the 47th percentile district wide)
- 53% of our students demonstrated proficiency in Mathematics (ranked in the 65th percentile citywide and in the 68th percentile district wide)
- Our learning environment survey yielded a raw score of 8.1, placing our school in the 91st percentile citywide
- Our median growth percentile in ELA was a 65% (ranked in the 39th percentile citywide)
- Our median growth percentile in Math was a 63% (ranked in the 50th percentile citywide)
- All students and accountability subgroups met AYP in Math
- All students and accountability subgroups met AYP (in terms of performance) in ELA, a test administration error caused our participation rate to slip below the acceptable threshold

Greatest Accomplishments (in our first year)

- The establishment of a strong, safe and supportive school wide culture that acts as a foundation of our work
- As evidenced by our school environment survey, negligible suspension data and high levels of family engagement: parents, children and teachers are all very satisfied with the academic expectations, communication, engagement, safety and respect experienced at the school
- We have begun to establish capacity in-house by supporting our teacher in refining school curriculum
- Structures are established that allow for the collection and analysis of multiple forms of student performance data (both formative and summative)
- Professional learning teams exist and are functioning in each of the 4 major disciplines, incorporating the cycle of inquiry to their work and planning
- Departmental chairs have been identified to facilitate PLT interactions
- Staff have been delegated and assumed increased roles throughout the school including mentors, parent liaisons, service learning liaison/coach, department chair, test coordinator and data specialist. As a new school with a growing staff, this was a key step in year two.
- We have developed a comprehensive guidance program that helps address the developmental needs of our students in and outside of the classroom. These supports include at risk counseling services, referrals for outside intervention, family counseling provided at the

school level and consistent communication between teachers and guidance in an effort to identify key areas of concern

Significant Aids or Barriers to Improvement

- Only 32% of students demonstrated proficiency in ELA leading to a significant focus on the English Language Arts curriculum and professional development for the department. As a second year school, our current ELA department (consisting of 7 teachers) is made up of only 2 returning teachers. The most significant barrier that we have identified is adjusting school wide curriculum as it is being implemented for the 1st time (the 7th grade),
- Only 53% of students demonstrated proficiency in Mathematics. The department came together in the summer to adjust the curriculum and have made tremendous gains in terms of strategically planning for successful student outcomes,
- There is a real need to establish goal setting in all classes, allowing students to reflect on their current levels of performance and articulate improvement strategies that can be measured and adjusted,
- Self assessment and feedback from support staff (including network support, Leadership Academy coaches and New Leaders for New Schools coaches) reveal a reliance on teacher centered instruction deficient in opportunities for student interaction,
- Our self-contained and SETSS populations performed poorly in both Math and ELA and significant changes have already been made to improve the quality of instruction (i.e., staffing levels were increased from 1 to 4),

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.

Goal 1	To increase the percentage of students demonstrating proficiency on both the 6th and 7th grade state ELA exam by 5% each. Presently, only 39% of our 6th grade class and 33% of our 7th grade demonstrated proficiency on the state ELA assessment. We will work to increase those percentages to 44% and 38% respectively.
Goal 2	To increase the percentage of students demonstrating proficiency on both the 6th and 7th grade state Math exam by 5% each. Presently, only 48% of our 6th grade class and 53% of our 7th grade demonstrated proficiency on the state Math assessment. We will work to increase those percentages to 53% and 58% respectively.
Goal 3	To further develop teacher capacity, expertise and involvement in the inquiry process.
Goal 4	To further develop teachers capacity to strategically use data to drive instructional decision making and support students’ academic growth
Goal 5	To increase the incidence and quality of communication with staff, students and families

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 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students demonstrating proficiency on both the 6th and 7th grade state ELA exam by 5% each. Presently, only 39% of our 6th grade class and 33% of our 7th grade demonstrated proficiency on the state ELA assessment. We will work to increase those percentages to 44% and 38% respectively.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The department will use a variety of data points (including but not limited to baseline assessment, F&P Benchmark Reading Assessment, Interim Assessment data and student work) to provide information about student readiness and progress throughout the year • Every class is programmed for 1.5 hours of sustained silent reading to help build and maintain stamina during which two teachers are available to provide targeted academic assistance in the form of guided reading, one on one tutoring or small group skills development • We will develop and integrate a school wide writing rubric to help promote stronger writing throughout the content areas • Afterschool AIS is offered to students (who did not demonstrate proficiency on the 09-10 ELA exam) and focuses on basic skill development for struggling readers • In school AIS targets specific students who require more specific intervention
<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 school has purchased the technology and software that will enable us to capture student assessment data in a way that allows for scanning in house, data manipulation and immediate results. • Consumable curriculum materials have been purchased for afterschool AIS • PS money has been set aside to fund afterschool interventions offered to targeted small groups • Cluster support in the form of instructional specialist support has been scheduled for ongoing work with the department

Indicators of Interim Progress and/or Accomplishment

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

- **Teachers will administer the F&P Benchmark Reading Assessment 3 times and, as a school, we are aiming for 75% of our student body to demonstrate 1.5 years growth as a reader**
- **The school will administer IA's 4 times throughout the year. These assessments will increase in their length and rigor. Students will demonstrate consistent growth, as the IA's will be cumulative and reassess those standards and performance indicators that children struggled with the most.**
- **The 2010-11 NYS ELA exam will result in a 5% gain, school wide in student proficiency**

Subject/Area (where relevant): Math

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the percentage of students demonstrating proficiency on both the 6th and 7th grade state Math exam by 5% each. Presently, only 48% of our 6th grade class and 53% of our 7th grade demonstrated proficiency on the state Math assessment. We will work to increase those percentages to 53% and 58% respectively.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The department will use a variety of data points (including but not limited to baseline assessment, unit assessments, Interim Assessment data, quizzes and student work) to provide information about student readiness and progress throughout the year • All students will participate in a math clinic, once per week, that targets skill development in overall deficient areas • The department will incorporate the school wide writing rubric into the analysis and development of student journal writing in Math • Afterschool AIS is offered to students (who did not demonstrate proficiency on the 09-10 Math exam) and is structured around specific workshops to allow students to develop and/or reinforce prerequisite math skills needed to successfully access the 6th and 7th grade curriculum (i.e. math facts, division, working with fractions, place value, etc.) • In school AIS targets specific students who require more specific intervention
<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"> • Teachers will participate in PD outside of the school (sponsored by NCTM) in an effort to capture practices and strategies that can prove effective for our school • The school has partnered with Metamorphosis and will begin a series of staff development sessions focused on facilitating math learning in a mixed ability classroom • The school has purchased the technology and software that will enable us to capture student assessment data in a way that allows for scanning in house, data manipulation and immediate results. • Consumable curriculum materials have been purchased for afterschool AIS • PS money has been set aside to fund afterschool interventions offered to targeted small groups
<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"> • The school will administer IA's 4 times throughout the year. These assessments will increase in their length and rigor. Students will demonstrate consistent growth, as the IA's will be cumulative and reassess those standards and performance indicators that children struggled with the most. • The 2010-11 NYS Math exam will result in a 5% gain, school wide in student proficiency

Subject/Area (where relevant): Inquiry/ Professional Learning Teams

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To further develop teacher capacity, expertise and involvement in the inquiry process.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • The Math department will serve as the official pilot of the content area PLT. Recording their interactions on our ARIS community space and sharing their experiences with the other content PLTs. • Teachers in each of the 4 major content areas (Math, ELA, Science and Social Studies) are programmed for 90 PLT sessions, once per week • All PLT’s cycle through the phases of inquiry (Analyzing student performance data, looking at student work, goal setting, unit planning, lesson planning, and progress monitoring)
<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"> • All members of the Inquiry team (Math PLT) will be paid PS for their participation in the school wide pilot • Support from the Clusters Technology Integration Support Specialist will be leveraged in this work • We will arrange for our team to engage in an inter-visitation with another network school who has a very strong inquiry process established
<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"> • The Math PLT will have experienced a minimum of three full cycles of inquiry • Each of the cycles will be documented and their experiences will be shared with the entire school once at mid-year and again at the end of the year. • The Math PLT will target ELLs and students with IEPs and be able to reflect on their work and its impact on student performance

Subject/Area (where relevant): Staff/ Student/ Family Engagement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase the incidence and quality of communication with staff, students and families</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Staff</p> <ul style="list-style-type: none"> • The development of pelhamacademy.com will be used to communicate with and provide feedback to staff regularly (the site will include, among other things, observation feedback, faculty bulletins/memos, academic and professional calendar, student referral system & supply request forms) • Faculty bulletins will be authored on a weekly basis and disseminated to staff regularly • Feedback will be solicited, regularly, to assess needs and the effectiveness of supports provided • Capacity will be identified and developed in house to spearhead efforts in <ul style="list-style-type: none"> ○ Parental involvement ○ Student Activities ○ Service Learning ○ New Teacher Induction and Training <p>Student</p> <ul style="list-style-type: none"> • Formation of a student government and representing body to provide voice for the students and serve as liaisons between the students and administration <p>Families</p> <ul style="list-style-type: none"> • A family newsletter will be created and disseminated regularly • A calendar of key dates and student activities will be generated and disseminated • Parents will be invited to participate in curriculum night where they will be provided information about what their children are learning in school and ways they can help • Pelhamacademy.com will be functional and house all faculty bulletins, observation feedback, supply request forms, student referrals, faculty bulletin and announcements • Feedback will be generated and logged during weekly grade level meetings • School liaisons will be selected and assume responsibilities associated with their roles •

<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"> • Staffing allocations for the addition of a parent coordinator & community associate for improved parent outreach • Supply allocations for materials associated with involvement initiatives, surveys and newsletters
<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"> • As indicated on the 2010-11 school environment survey, responses will demonstrate a improvement in the quality and frequency of communication from administration

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	30	15	0	0	3	0	0	0
7	41	33	0	0	4	0	0	0
8								
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	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.).
ELA:	<ul style="list-style-type: none"> • All level I and low level II students receive AIS in the form of afterschool tutoring in ELA. Teachers use consumable curriculum materials to provide skill development to small groups by grade level. After school AIS is scheduled for 2 hours per week. • During each unit of study, teachers monitor student progress and pull individual and small groups of students during one of their cluster classes (Art, technology and/or Phys Ed) and provides targeted intervention in the form of one on one or small group instruction/reinforcement. • During SSR (3 times per week) teachers meet with small groups or individual students to provide additional interventions and or supports targeting in class learning experiences
Mathematics:	<ul style="list-style-type: none"> • All level I and low level II students receive AIS in the form of afterschool tutoring in Math. Teachers create their own materials to target remedial prerequisite skill instruction and use consumable curriculum materials to provide skill development to small groups by grade level. After school AIS is scheduled for 2 hours per week. • During each unit of study, teachers monitor student progress and pull individual and small groups of students during one of their cluster classes (Art, technology and/or Phys Ed) and provides targeted intervention in the form of one on one or small group instruction/reinforcement.
Science:	<ul style="list-style-type: none"> • During each unit of study, teachers monitor student progress and pull individual and small groups of students during one of their cluster classes (Art, technology and/or Phys Ed) and provides targeted intervention in the form of one on one or small group instruction/reinforcement.
Social Studies:	<ul style="list-style-type: none"> • During each unit of study, teachers monitor student progress and pull individual and small groups of students during one of their cluster classes (Art, technology and/or Phys Ed) and provides targeted intervention in the form of one on one or small group instruction/reinforcement.

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Students are identified for various at-risk behaviors and or situations (including but not limited to lateness, attendance, substance abuse, sexually suggestive behaviors, abuse) and provided with 1:1 services in the form of an initial counseling session that determines the next course of action.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

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) 6 & 7 _____ Number of Students to be Served: _____ 34 _____ LEP _____ 189 _____ Non-LEP

Number of Teachers _____ 19 _____ Other Staff (Specify) _____ Guidance Counselor _____

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.

TBD since school is not scheduled to receive Title III funding

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.

TBD since school is not scheduled to receive Title III funding

Section III. Title III Budget

School: 11X468 BEDS Code: 321100010468

Allocation Amount: 0 as of 10/31/10		
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	\$0	
Purchased services - High quality staff and curriculum development contracts.	\$0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$0	
Educational Software (Object Code 199)	\$0	
Travel	\$0	
Other	\$0	

TOTAL	\$0	
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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.

At the start of the school year, the school surveys the preferred language of families.

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

As was the case last year, the predominant language spoken and read at home is English. Several families have also expressed that they prefer the school communicate with them in their native languages (Spanish and Arabic). We currently employ staff who are fluent in Spanish and Arabic and provide translation assistance to our teachers and office staff. This year, our family handbook was translated in Spanish and Arabic.

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.

Bilingual school staff and, when and where needed, the DOE's interpretation services will continue to be used to communicate with families who prefer a language other than English.

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.

Bilingual school staff and, when and where needed, the DOE's interpretation services will continue to be used to communicate with families who prefer a language other than English.

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>.

Consistent with the Chancellor's Regulations A-663, when translation of oral or written communication can not be secured in a timely fashion, the school has and will continue to provide a cover letter (in the preferred language) attached to the English document that provides direction on how to obtain a translation.

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:	168,357	137,961	306,318
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,683	1,379	3,062
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,418	*	8,418
4. Enter the anticipated 10% set-aside for Professional Development:	16,835	*	16,835

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ___100%_____

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.

Refer to pages 7-8 of this document.

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.

- Are consistent with and are designed to implement State and local improvement, if any.
- All students are programmed for 90 minute blocks of ELA and Math instruction, daily.
- All students are programmed for 1.5 hours of sustained silent reading during which they have access to individualized academic intervention by their Math and/or ELA teachers
- Please refer to our early description of the AIS programs that are currently in place
- All students are programmed for visual arts instruction and 7th grade students are programmed for technology instruction where they are learning basic computer literacy skills
- Afterschool programs target all high needs students and provide academic support in the form of after school intervention in ELA and Math as well as enrichment opportunities in Robotics, graphic design, visual art, school government, basketball, track and step dance

3. Instruction by highly qualified staff.

- 100% of our teachers are highly qualified

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.

- Professional development comes as a result of a needs assessment or expressed interest/need. Teachers create professional development plans in which they each articulate professional goals that the school helps them attain.
- Teachers participate in professional development for one hour and 20 minutes every Wednesday that focuses on data analysis, differentiation of instruction, inquiry efforts, unit and lesson planning, curriculum mapping, etc.
- Staff members participate in off-site professional development when opportunities, aligned to the needs of our staff, arise.
- Our Assistant Principal is available to provide professional development to teachers

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

- A 4 member hiring committee was formed last year and will meet earlier in the hiring season to revise our approach
- A hiring process was established and maintained
- The hiring committee attend hiring fairs, post advertisements online and recruit among their own established networks to attract the best and brightest talent available

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

- Our school activities committee are engaged in the ongoing planning of activities to engage families

- Our PTA is actively engaged in parental involvement efforts, planning for workshops to meet the expressed needs of the families
- School Leadership Team continues to identify ways to use the 1% set aside to increase parental involvement in the school.

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.

- Our staff play a direct role in the creation of the assessments used to provide information on student achievement
- The ELA and Math teams construct Interim Assessments aligned to the scope and sequence of each department
- Both teams spend a significant amount of time analyzing student data and making strategic adjustments to their instruction

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.

- Our content specific interventions are afforded all students who are struggling, on a timely basis.
- Teachers revise their targeted students based on their current levels of performance as measured by a variety of data points
- In addition, tier I supports such as differentiated instruction are readily available to every student.

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.

- Through interaction with the office of youth development
- Work with the district family advocate
- Work with the PTA and parent volunteers

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	X			168,357	X	
Title I, Part A (ARRA)	Federal	X			137,961	X	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			1,191,406	X	

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.

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.)

We currently have 2 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
 - Academic support services including individualized tutoring
 - Basic and Emergency supplies including, but not limited to, school supplies and school uniform
 - At-risk counseling
 - Targeted Parental Involvement

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY ENGAGEMENT						
District:	11	DBN:	11X46	School	321100010468		
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8		12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		0	0				94.1
Kindergarten		0	0				
Grade 1		0	0	Student Stability - % of Enrollment:			
Grade 2		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		0	0				83.2
Grade 4		0	0				
Grade 5		0	0	Poverty Rate - % of Enrollment:			
Grade 6		121	97	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7		0	126			60.0	90.9
Grade 8		0	0				
Grade 9		0	0	Students in Temporary Housing - Total Number:			
Grade 10		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11		0	0				8
Grade 12		0	0				
Ungraded		0	0	Recent Immigrants - Total Number:			
Total		121	223	<i>(As of October 31)</i>	2007-	2008-	2009-
							6
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		12	22	Principal Suspensions			0
# in Collaborative Team Teaching (CTT)		0	0	Superintendent Suspensions			4
Number all others		10	24				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes		0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only		26	TBD	Number of Teachers			10
# ELLs with IEPs		8	TBD	Number of Administrators and Other Professionals			3
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			2	% fully licensed & permanently assigned to this			77.8
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			40.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		0.0	1.8	% core classes taught by "highly qualified" teachers			
Black or African American		25.6	28.7				
Hispanic or Latino		52.9	54.3				
Asian or Native Hawaiian/Other Pacific		10.7	7.6				
White		9.1	7.2				
Male		54.5	57.8				
Female		45.5	42.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students							
Ethnicity							

American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific								
White								
Multiracial								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Student groups								

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

Title I Parent Involvement Policy and Parent-School Compact for Pelham Academy of Academics and Community Engagement (MS 468)³

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Pelham Academy, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]*, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Pelham Academy's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. Pelham Academy will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Pelham Academy's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PELHAM ACADEMY Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PELHAM ACADEMY will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a ⁴dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

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

PELHAM ACADEMY will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents.

- *Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;*
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

Section II: School-Parent Compact

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

School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
 - take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by _____ on _____.

This Parent Involvement Policy was updated on October 26, 2010.

The final version of this document will be distributed to the school community on November 16, 2010 and will be available on file in the main office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 608	District 11	School Number 468	School Name Pelham Academy
Principal Anthony Rivera		Assistant Principal Joanna Velasco	
Coach		Coach	
Teacher/Subject Area Jennifer Timm/ESL		Guidance Counselor Marco Pardo	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator	
Related Service Provider		Other	
Network Leader Rudy Rupnarain		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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
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	0

C. School Demographics

Total Number of Students in School	223	Total Number of ELLs	34	ELLs as Share of Total Student Population (%)	15.25%
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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;

<p>description must also include any consultation/communication activities with parents in their native language.</p> <p>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.)</p> <p>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.</p>
<p>1. At registration and throughout the year, the office staff notifies the ESL (English as a Second Language) teacher when a new student arrives. The parents come to the school and the ESL teacher, Jennifer Timm, administers the Home Language Identification Survey (HLIS). The ESL teacher speaks both Spanish and English. If the parent/guardian states that the child's home language is not English, the ESL teacher conducts an interview with the child. When additional translation is needed, we call on a staff member who to assist with the process. On staff we have a French-speaking teacher (Marie Zezula), an Arabic-speaking teacher (Evelyn Wissa), and many Spanish-speaking teachers (Ex: Claudia Mitchell, Jennifer Timm). If the ESL teacher is absent, there are three other teachers trained to administer the HLIS – Briana Lafoon, Bonnie Lefkowitz, and Evelyn Wissa – in the case the ESL teacher is unavailable. Based on the completed Home Language Survey, the ESL teacher determines whether or not the student is eligible to take the LAB-R (Language Assessment Battery - Revised). If the student is eligible, the ESL teacher administers the LAB-R within ten days of determining eligibility. The LAB-R is scored by the ESL teacher using the cutoffs stated in Assessment Memorandum #2. Students who speak Spanish and are eligible for ESL services per the LAB-R are also assessed through a Spanish LAB to determine Spanish-language proficiency. Each spring all ELLs are administered the NYSESLAT to determine English proficiency and continued eligibility for ESL services. Students who become proficient based on this assessment exit the program and receive support for two additional years. For students who are still entitled to receive ESL, we review their scores from the previous spring's NYSESLAT. The results from the previous year's test dictate the number of periods of ESL services they will receive in current school year.</p> <p>2. In order to ensure that parents understand all three ELL program choices, the ESL teacher reaches out to all parents of new ELLs within ten days of the student being identified as an ELL. This is an ongoing process that happens throughout the year whenever a new student arrives. The ESL teacher sends home an Entitlement Letter in the student's home language and calls parents to schedule an ELL Parent Orientation, using translators when necessary. The parent(s) come in and meet with the ESL teacher, who gives an overview by showing the Department of Education program choice video in the appropriate language and answers any questions that the parent(s) may have. In the case that a parent does not speak English or Spanish, the ESL teacher invites another teacher to come to the orientation to provide translation services. In our school, parents generally speak English, Spanish, or Arabic and we have teachers who can translate into each language (Jennifer Timm –Spanish, Evelyn Wissa–Arabic). If a parent cannot attend an orientation, the ESL teacher reaches out to reschedule another in-person orientation if possible or a phone orientation.</p> <p>3. During the Parent Orientation, after seeing the video about the ESL program options and asking any questions they have, parents are asked to complete the Program Survey and Program Selection Form, again with the help of translators if needed. Parent Surveys and Program Selection Forms are provided in the native language when available. As a follow up, if a parent is unable to attend the orientation, the ESL teacher attempts to schedule a meeting with the parent at their convenience. If for any reason the parent is unable to come to school, the ESL teacher will conduct a phone orientation with a translator if needed. If a parent selection form is not completed, the school will automatically place the student in a TBE Program, if it is available. Otherwise, the student will be placed in an ESL Program. After program selection is recorded, the ESL teacher explains to the parents about the program model at Pelham Academy (freestanding ESL program). If the parent wishes their child to be enrolled in a different program model, the ESL teacher works with him or her to find a school with that program. If the parent wants the student to remain at the school, the ESL teacher keeps a list of the parents with a first-choice other than ESL and if the number of parents who want a specific program choice gets to fifteen parents in two consecutive grades with the same home language, the school will work to create that program. The original parent survey selection form is placed in the student's cumulative record. A copy is placed in the ELL Compliance Binder kept in the main office.</p> <p>4. ELL students are placed in programs based on parent choice. The parents meet with the ESL teacher (and translator if necessary) and discuss the possible program choices. The ESL teacher shows the Department of Education video and talks about each option with the parent. Based on this conversation, the parent chooses the option that he or she wants for the student. Giving parents information about all three program options allows parents to make an informed decision about their child's education.</p> <p>5. In the last two years, all parents have chosen the Freestanding ESL program choice for their children. We have had nine students arrive who were determined to be ELLs and all nine parents chose Freestanding ESL as their first choice.</p> <p>6. The program models at our school are aligned to parent requests. However, we are aware that if more than fifteen parents in two consecutive grades with the same native language request a specific program choice that we must offer that program model.</p>

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							2	1						3
Total	0	0	0	0	0	0	2	1	0	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	10
SIFE	2	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	9

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	17	2	0	8	0	2	9	0	7		34
Total	17	2	0	8	0	2	9	0	7		34

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

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
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													

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							11	13						24
Chinese														0
Russian														0
Bengali														0
Urdu							1	2						3
Arabic							1	3						4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							1	1						2
TOTAL	0	0	0	0	0	0	14	20	0	0	0	0	0	34

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. At our school, we use a combination of push-in and pull-out models. Our beginner/intermediate ELLs are placed into a pull-out ESL/ELA class that meets ten times a week. This class meets in lieu of the ELA class and includes all beginner/intermediate ELLs from the sixth-grade general and special education classrooms and the B/1 ELLs from the seventh-grade general education classroom. Our sixth- and seventh-grade ELLs receive two pull-out ESL classes per week. The sixth-grade advanced ELLs also receive one additional pull-out class per

week and the ESL teacher pushes into their ELA and Social Studies class for an extra two periods per week. The ESL teacher pushes into the seventh-grade advanced students' ELA class three times a week. For our seventh grade intermediate/advanced ELLs who are in the self-contained class, the ESL teacher pushes into their math class twice a week, their Silent Sustained Reading class once a week, and their Social Studies period once a week. The advanced students receive an additional one pull-out class with the other ESL-certified teacher, Regina Joseph, every week. The intermediate student receives pull-out services with the other ESL-certified teacher, Regina Joseph, an extra five periods per week, for a total of nine ESL periods.

b. Our school uses a variety of grouping for our ESL students. Our beginning/intermediate ELLs are placed in our "D" classes, so that they can be pulled at the same time for the sixth/seventh bridge beginner/intermediate pull-out class. Our advanced ELLs are placed in our "A" classes, so that they can be pulled at the same time twice a week for a sixth/seventh bridge advanced pull-out class. Our seventh-grade self-contained class is heterogeneously groups with two advanced students and one intermediate student for push-in ESL services.

2. The ESL teacher, Jennifer Timm, provides the majority of mandated service minutes. A second ESL-certified teacher, Regina Joseph, provides the additional minutes to ensure that our beginner/intermediate students receive at least 360 minutes per week and that our advanced students receive at least 180 minutes per week. The breakdown of service minutes is as follows:

*6th Grade General Education Beginner/Intermediate Students: 10 pull-out classes in the 6th/7th-grade bridge ESL/ELA class.

*6th Grade Advanced Students: 3 pull-out ESL classes, 2 push-in periods during ELA and Social Studies.

*6th Grade Self-Contained Beginner/Intermediate Students: 10 pull-out classes in the 6th/7th-grade bridge ESL/ELA class.

*7th Grade General Education Beginner/Intermediate Students: 10 pull-out classes in the 6th/7th-grade bridge ESL/ELA class.

*7th Grade General Education Advanced Students: 2 pull-out ESL classes, 3 push-in periods during ELA.

*7th Grade Self-Contained Class Intermediate Student: 4 push-in periods during Math (2), Social Studies (1), and SSR (1), 5 pull-out ESL classes.

*7th Grade Self-Contained Class Advanced Students: 4 push-in periods during Math (2), Social Studies (1), and SSR (1), 1 pull-out ESL class.

3. ELA, Math, Social Studies, and Science classes are all delivered in English. In ELA, the students use a variety of texts, picture books, books-on-tape, and word study to expand their academic vocabulary and scaffold academic content. The teachers also use graphic organizers for reading comprehension and writing to help students organize and develop their reading and writing skills. In science, the students do hands-on experiments and the teachers use pictures and cooperative grouping to help scaffold science content for ELLs. In social studies, the teachers often use PowerPoint, images, guided notes, and cooperative grouping to help ELLs. In math, the teachers employ images and manipulatives to help explain math concepts. They also have students work with in partners to give ELLs extra support. All classrooms include word walls to help students master academic vocabulary.

4. a. In addition to their mandated ESL minutes, our SIFE students also meet with the guidance counselor for extra support.

b. For students who arrived during the current school year, they are invited to a weekly after-school program with the ESL teacher and also receive twice-weekly AIS periods with the ESL teacher for extra support. All newcomer students who arrived within the past three years are invited to monthly lunches with the ESL teacher as an extra emotional and academic support. Additionally, all ESL students in the general education classrooms have advisory with the ESL teacher.

c. For ELLs receiving services for 4 to 6 years, we look at their NYSESLAT data to determine what modalities the students are still struggling with. Those students receive extra AIS periods during advisory to target areas of difficulty (reading and writing). They also meet with the counselor to receive extra support.

d. For Long-Term ELLs, we look at their NYSESLAT data to determine what modalities the students are still struggling with. Those students receive extra AIS periods during advisory to target areas of difficulty (reading and writing). They also meet with the counselor to receive additional support.

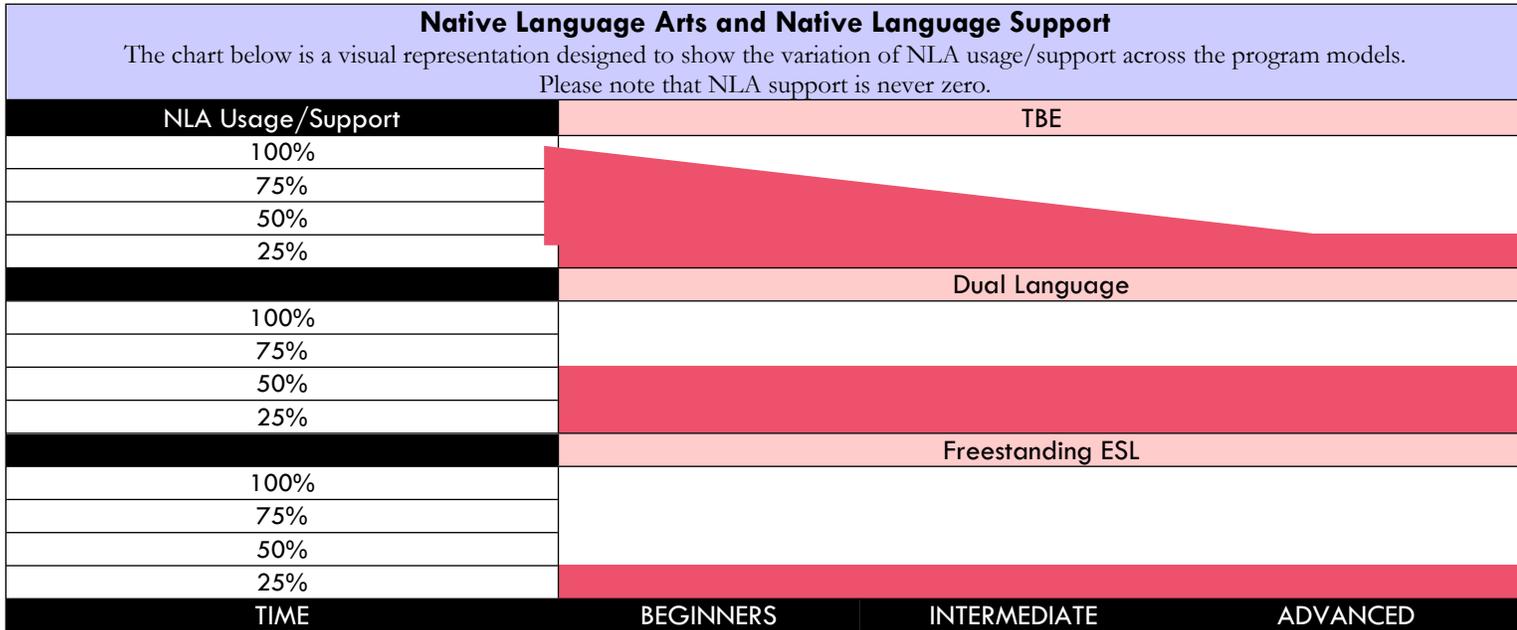
e. For ELLs identified as having special needs, we look at their IEP and follow the modifications and service recommendations listed. If the student requires ESL services, we provide them with the number of mandated minutes based on their NYSESLAT proficiency levels. If the student is X-coded, he or she does not receive ESL services, but does take the NYSESLAT each spring.

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
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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



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. We base our targeted intervention in math and ELA based on NYSESLAT, Math, and ELA exams, Interim Assessments, Unit Exams as well as the Fountas and Pinnell reading level assessments. The math and ELA teachers run after-school tutoring in English twice a week and students who score a 1 or 2 on the previous years state exam are highly encouraged to attend. This includes many of our ELL students. The ESL teacher offers targeted AIS for her newcomers and lowest functioning ELL's in foundational language support. This year, the school is offering Saturday remediation in ELS and Math for all students. ELL's will be targeted and received academic support via the Achieve 3000 reading intervention system while receiving Math support from classroom teachers. The Saturday program will span 7 weeks and be offered for 4 hours during each session.

6. Students who become proficient continue to receive testing modifications for two years after demonstrate proficiency. We also make an effort to place students who are one-year proficient in the "D" class from which the beginner/intermediate ELLs are pulled for ESL/ELA, so that the recently-proficient students have a smaller class-size for ELA.

7. We are going to grow by another grade next year and are hopefully going to be able to create ESL classes further differentiated by proficiency level as we gain more ESL students.

8. We do not plan to discontinue any of our services for ELLs next year.

9. ELLs are invited to participate in all of our after-school programs, both clubs and tutoring. Most of our ELLs participate in academic tutoring and activities such as track, art, spirit club, and student government. There is also a special ESL tutoring session run by the ESL teacher for our least proficient ELLs (as determined by Fountas and Pinnell running records and NYSESLAT scores). The goal of inviting all students to participate is embed them into the schools culture seamlessly.

10. We have access to the Words Their Way program to support phonics development for our ELLs. Each teacher also has access to a projector, computer, and speaker to support instruction.

11. We do not provide explicit native language support in our ESL program, but we do put native language books and bilingual dictionaries in our ESL classroom libraries and for use in Math.

12. We do our best to use resources that match our students' age levels. Our beginning and intermediate ELLs often have phonics, handwriting, and mechanics of writing needs that do not correlate with their ages and grade levels, but we work to incorporate remedial skills into the beginner/intermediate ESL/ELA class in order to fill in any academic gaps that exist and use age-appropriate high-interest/low-level texts to support their academic growth.

13. In the beginning of the year, newly-enrolled ELL students come to a New Student Orientation in which the administration and teachers go over the school expectations and give a tour of the school. At the orientation, there is are Arabic and Spanish translators to assist families who do not speak English.

14. We do not offer foreign language electives at our school.

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)?

We do not have a dual language program.

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. The ESL teacher works with an ESL mentor through Teach For America and attends Teach For America workshops and occasionally Department of Education workshops to develop her ESL-teaching skills. The ESL teacher meets with the content-area departments throughout the year to model ESL strategies and teach teachers about how to use the NYSESLAT and Fountas and Pinnell reading assessment results to support ELLs in their classrooms. She also meets individually with teachers to develop ESL-scaffolding strategies that they can use in their content-area classes with ELLs.

2. During our summer training, the ESL teacher speaks to the staff about ways to make their rooms ELL-friendly for incoming sixth-graders, such as sending out letters and supply lists in multiple languages (by using the DOE translation services), including images on classroom rule posters, including books in a variety of languages in classroom languages, as well as going over some basic ESL strategies to make content more accessible to ELL students. As we expand to serve eighth graders next year, we will work to develop supports to transition our eighth-grade ELLs to high school, such as identifying ELL high schools and training teachers to help students with applications during advisory periods.

3. Teachers are constantly engaged in professional development opportunities (in house, offered by network support, through partnerships with outside organizations and consultants) to help teachers develop their practice in addressing the needs of English Language Learners. In addition the ESL teacher offers workshops throughout the year during after-school professional development to content-area departments on ELL strategies and ways to use NYSESLAT data to differentiate instruction.

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 ELLs are invited to school many times throughout the year for academic and social events. In October, we have a Curriculum Night where parents come in one evening and meet with their student's teachers to talk about what students will learn during the year and teacher expectations. In November, we hold a Fall Festival potluck. In December, parents are invited to a student lip sync contest. In May, we hold a student talent show and in June, we celebrate the end of the school year with a Family Fun Day festival. Parents also come in twice a year for Parent/Teacher conferences. In addition, Parents are invited to join the Parent-Teacher Association and to serve as chaperones during field trips. Parents of beginning/intermediate ELLs are also invited to a twice-annual potluck class dinner to celebrate students' academic growth.

2. The school works to identify resources in the community to help parents of our ELLs, such as nearby free English as a Second Language classes for adults.

3. We identify our student needs by reaching out to parents of ELLs at Parent Orientations and during other school events to ask them how they are doing and if we can help them with anything else.

4. Many of our parents have requested referrals for free English as a Second Language programs in the community, information about how to support their students academically, and ways to monitor their students' academic progress. As a result, we have identified several free ESL programs in the area that serve adults and pass out that information at the ELL Parent Orientation and Parent/Teacher nights. We have also incorporated a section on ways to support students' learning into our annual Curriculum night and are incorporating Engrade into all classrooms so that students and parents can regularly monitor academic progress. For students without access to internet, teachers print out regular progress reports so that the parents can still monitor their academic progress.

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	1						5
Intermediate(I)							7	8						15
Advanced (A)							3	11						14
Total	0	0	0	0	0	0	14	20	0	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	5	2	1		8
7	3	5	1		9
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	1		7		2				10
7	4		8		6		1		19
8									0
NYSAA Bilingual Spe Ed									0

NYS Science					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 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 the Words Their Way spelling test, the Scholastic CORE phonics test, Fountas and Pinnell running records, and an ELA baseline assessment from the state exam to assess the early literacy skills of our ELLs. We also collect writing samples from our students at the beginning of the year and continuously throughout the year to identify areas for improvement in spelling and mechanics. This information is vital to help group students and identify skills that need to be taught and/or retaught. For example, we know that our beginner/intermediate ESL students are reading currently reading at a AA level to an L level (according to Fountas and Pinnell running records). For spelling and phonics, many students need help with vowel teams and inflected endings. Our advanced ESL students range from L to V and need to work on areas such as advanced spelling patterns, reading comprehension skills such as inferences, and adding details to their writing. Knowing what our students need to push them forward allows us to target interventions during class, AIS periods, and after school tutoring. It also helps us plan our school's overall instructional plan. For example, after this year's baseline assessment, we noticed that our students were struggling with non-fiction reading comprehension. As a result, we altered our ELA curriculum map to add an additional unit of nonfiction study to support our students' needs.

2. In our data from this year, most of our ESL students are intermediate and advanced. In sixth grade, we have four beginner students, seven intermediate students, and three advanced students. In seventh grade, we only have one beginner student, eight intermediate students, and eleven advanced students. For sixth and seventh graders, most students are intermediate or advanced in listening/speaking. A few students from each grade are proficient in speaking. In reading and writing, our sixth graders are mostly intermediate. In seventh grade, seven students are intermediate and twelve are advanced. Only one student is proficient in reading and writing in sixth grade and only two students are proficient in seventh grade. When one looks at the individual modality scores, almost all students are stronger in speaking than listening. There was not a large difference in strengths between reading and writing.

3. Our data reveals that our students are relatively strong in speaking, but still need support to reach proficiency. Almost all the students who scored intermediate on speaking arrived to the country last year, so intermediate shows an improvement in their speaking and listening skills. Nevertheless, all of our students still need support further developing their speaking listening skills. As a result, we are targeting accountable talk stems and responding in full sentences during class. Our data shows that students need more practice with their listening skills. As a result, our ELA classes with ELL students and ESL classes will incorporate more note-taking and answering using listening passages. Students across the proficiency levels and grade levels need work with reading and writing, which will continue to be addressed in ELA and ESL classes. NYSESLAT data is used for small group intervention during ELA and ESL, as well as AIS interventions for our ELLs receiving more than 3 years of services. The data is also used by content-area teachers to help them scaffold material for their students.

4. a. Not applicable. We only have an ESL program.

b. We use the results of the ELL Periodic Assessments as an extra piece of data to see how our students are doing in listening, reading, and writing mechanics. These results help our classroom teachers focus in-class, AIS, and afterschool interventions.

c. Our most recent periodic assessments show that reading was the strongest section for our sixth graders, followed by listening, and then writing. Writing was the strongest modality for our seventh graders, followed by listening, and then reading.

5. We do not have a dual language program.

6. We look at students' NYSESLAT scores from year to year to assess the success of our ESL program. We consider if students move up proficiency levels and/or if they demonstrate growth across the modalities. We look at this data across grade and proficiency levels to

successfully serving the ESL student population.

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)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		