



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** PABLO NERUDA ACADEMY FOR ARCHITECTURE & WORLD STUDIES

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 08x305

**PRINCIPAL:** SABRINA COOK      **EMAIL:** SCOOK6@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ELENA PAPALIBERIOS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

**Directions:**

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Sabrina Cook	*Principal or Designee	
Edwin Cruz	*UFT Chapter Leader or Designee	
Lewis Olivo	*PA/PTA President or Designated Co-President	
Harrynson Lopez	DC 37 Representative, if applicable	
Juan Soriano	Student Representative	
Leonard Pina	Student Representative	
Maria Casado	Parent	
Jeanette Pagan	Parent	
David Liu	CSA Representative	
Annie Heller	Member/Assistant Principal	
Rossibel Taveras	Member/Teacher	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1: Graduation Rate**

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

- Goal: By June 2012, overall credit accumulation will increase 5% at each grade level as measured by the annual progress report.

### **Comprehensive needs assessment**

Pablo Neruda Academy's four year graduation rate continued to miss the New York State target last year. Furthermore, although credit accumulation and average completion rate for remaining Regents is above the average as compared to schools in our peer group, all these categories are generally at or below average as compared to city schools.

### **Instructional strategies/activities**

PNA will engage in the following:

Provide targeted support to our special education students.

- Teachers will receive professional development and department support on ICT and differentiation best practices and strategies.
- Individual student data collection using Performance Series, interim assessment and performance task data to support individual and group goal setting and tracking as well as inform teacher instruction.
- Focus on cooperative grouping as a differentiation strategy.

Provide targeted support for our ELL students.

- Provide QTEL training to teachers in order to support differentiated classroom instruction that supports ELL students at varying levels.
- ELL teachers will be scheduled into ICT classrooms to support students in their core classes.
- ELL teachers will be scheduled for common planning with their co-teachers to support differentiated lesson development that supports ELLs.
- A 9<sup>th</sup> period class will be formed to target beginner ELLs.
- Achieve 3000 will be used to support ELLs throughout the school.
- 9<sup>th</sup> grade ELLs will receive a double period of English from an ELL certified teacher.
- One ELL teacher will use Achieve 3000 to target ELLs during Student Learning Communities (SLC) classes.

Implement attendance incentives to improve student attendance.

- Utilize Wake-Up NYC daily.
- Conduct monthly school and/or grade assemblies to celebrate students with good attendance.
- Strategically schedule PNA School Calendar events around days where attendance is traditionally at risk.

Utilize iLearnNYC online licenses to target at risk students.

- Utilize online licenses for credit recovery.
- Utilize Power Speak licenses to increase the engagement of at risk students in Spanish classes.
- Utilize Foundations licenses to target special education students in 9<sup>th</sup> period.
- Utilize Achieve 3000 courses to target ELL students throughout the day.
- Offer additional electives for students.

Use data to identify student needs and inform scheduling and instruction.

Create inquiry teams at each grade level to address struggling students. The PNA Leadership Team (comprised of Grade Team Leaders) will facilitate inquiry team work.

Adopt a school-wide grading system (Skedula) to increase transparency and awareness of assignments and grades for students and for their families.

- Utilize the Ed Plan as the tool to provide feedback to students around attendance, credits, and assessments (including Regents Exams, interim assessment data, and Performance Series).
- Utilize the advisory program to support struggling students.

- Continue to provide teachers with PD on differentiation, ICT, and QTEL to support rigorous differentiated lessons for all students.
- Engage in administrative walkthroughs and informal observations regularly that support teacher development towards their goals.
- Engage 100% of teachers in goal setting around instructional framework areas that will assist them in increasing student achievement in their classrooms.

**Strategies to increase parental involvement**

Implement attendance incentives to improve student attendance.

- Utilize Wake-Up NYC daily.
- Utilize Global Connect to make daily phone calls to the homes of students who were absent for the day and who were absent from 9<sup>th</sup> period.
- Utilize Global Connect to make phone calls to the homes of students to inform families of Saturday School and 10<sup>th</sup> period when offered.
- Distribute Pupil Path log-ins and passwords to Parents (via mail, during Parent Teacher Conferences, Back-to-School Night, etc.) so parents can log-in and see Skedula information for their child.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will receive professional development and department support on ICT and differentiation best practices and strategies.
- Provide QTEL training to teachers in order to support differentiated classroom instruction that supports ELL students at varying levels.
- ELL teachers will be scheduled for common planning with their co-teachers to support differentiated lesson development that supports ELLs.

**Service and program coordination**

- SES providers are absorbing some of the cost for 9<sup>th</sup> period (i.e. afterschool) classes.
- SINI money was used to purchase laptops which are being used for Achieve 3000.
- New York City iLearnNYC grant.
- Achieve 3000 purchased with Core Curriculum money.

**Budget and resources alignment**

- Funds will be allocated to cover the cost of professional development for teachers. (Title I: Professional Development)
- Per session will be made available for collaborative group work and team meetings. (ARRA RTTT Citywide Inst. Exp/Fair Student Funding)
- Per session will be made available for grade team leaders to meet weekly as the PNA Leadership Team. (ARRA RTTT Citywide Inst. Exp/Fair Student Funding)
- Professional development will be supported by a network Achievement Coach and an ISA Literacy Coach (Title I/Fair Student Funding) PD time will be allocated on the following topics:
  - Differentiation and using assessment data to inform instruction (Title I)
  - Achieve 3000 (Core Curriculum allocation) and Read 180
  - Integrated Co-Teaching best practices and strategies (Title I)
  - Skedula (Title I)
  - QTEL (Title III)
- Funds allocated for the purchase of additional laptops to support the use of our iLearnNYC online licenses (from a NYC DOE grant). (NYSTL Hardwar/Fair Student Funding)
- Funds allocated so an extensive 9<sup>th</sup> period can run for all 9<sup>th</sup> graders, all 10<sup>th</sup> graders, and select 11<sup>th</sup> and 12<sup>th</sup> graders. (Fair Student Funding / SES)
- Online licenses and laptops for at risk students (iLearnNYC grant)

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2: Attendance**

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

- Goal: By June 2012, our school-wide attendance rate will increase 3% to 85%.

### **Comprehensive needs assessment**

Attendance rates from the 2010-2011 school year were flat to last year, staying at an 82%. This attendance rate met the average as compared to schools in our peer group, and was below average as compared to city schools.

### **Instructional strategies/activities**

Strategies will include the following:

- The attendance team to meet once a week to discuss school-wide attendance improvement measures including incentives, rewards and trips. The team will consist of the assistant principal, attendance coordinator, data specialist, social worker, Attendance Consultant, and attendance teacher.
- The attendance team will create a hallway bulletin board display acknowledging weekly, monthly attendance of 90% or above by grade level.
- The automatic school-messenger phone machine will make calls to students who are absent during the day and 9<sup>th</sup> period.
- The attendance coordinator will regularly oversee making live calls and sending letters to students who are absent 3 days and again before 10 days, and to coordinate outreach with the attendance teacher to students who are absent at least 10 days.
- The attendance team will collaborate with an attendance consultant to streamline school-wide attendance systems and offer professional development to faculty on the importance of timely and accurate attendance taking and how attendance correlates to student performance.
- Frequent school and/or grade assemblies/celebrations will give students attendance information and an award students with attendance above 90%.
- Daily attendance display will be posted in the main office to keep teachers updated on attendance initiatives and data.
- The attendance team will institute a monthly incentive program for students with perfect monthly attendance (with less than 10 lateness/cuts). The team will work with the student government to determine the types of incentives to offer.
- The attendance coordinator will regularly collaborate with student advisors to monitor and address trends in individual student attendance. Advisors will regularly place live calls to the homes of student advisees who are showing negative attendance trends.
- The attendance team will review school's progress towards the school-wide attendance goal and make adjustments to the action plan as necessary. The team will communicate ongoing school-wide attendance data, progress towards the goal, and any action plan adjustments to the entire PNA staff.
- Skedula will be used to capture period attendance by all teachers.
- Monthly attendance information will be included in the parent newsletter
- The attendance team will review school's progress towards the school-wide attendance goal and make adjustments to the action plan as necessary. The team will communicate ongoing school-wide attendance data, progress towards the goal, and any action plan adjustments to the entire PNA faculty.
- The attendance team will create targeted intervention plans for students based on their level of attendance as follows:
  - Level 1 (85% - 100%): Incentives
  - Level 2 (70% - 85%): Global Connect, teacher interventions
  - Level 3 (26% - 70%): Home visits, Global Connect, phone calls from attendance teams, parent meetings
  - Level 4 (0% - 25%): Investigation to locate student to see if moved, home visits, Global Connect, phone calls from attendance teams, parent meetings

### **Strategies to increase parental involvement**

- Global Connect will make calls to students who are absent during the day and 9<sup>th</sup> period.
- The attendance coordinator will regularly oversee making live calls and sending letters to students who are absent 3 days and again before 10 days, and to coordinate outreach with the attendance teacher to students who are absent at least 10 days.

- Monthly attendance information will be included in the parent newsletter
- The attendance team will create targeted intervention plans for students based on their level of attendance as follows:
  - Level 1 (85% - 100%): Incentives
  - Level 2 (70% - 85%): Global Connect, teacher interventions
  - Level 3 (26% - 70%): Home visits, Global Connect, phone calls from attendance teams, parent meetings
  - Level 4 (0% - 25%): Investigation to locate student to see if moved, home visits, Global Connect, phone calls from attendance teams, parent meetings

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The attendance team will collaborate with an attendance consultant to streamline school-wide attendance systems and offer professional development to the staff on the importance of timely and accurate attendance taking and how attendance correlates to student performance.
- Daily attendance display will be posted in the main office to keep teachers updated on attendance initiatives and data.
- The attendance coordinator will regularly collaborate with student advisors to monitor and address trends in individual student attendance. Advisors will regularly place live calls to the homes of student advisees who are showing negative attendance trends.
- Skedula will be used to capture period attendance by all teachers.

**Service and program coordination**

- The network assigned attendance teacher will work on home visits for students whose attendance is in the Level 3 category (26%-70%).
- Wake-up NYC! will be utilized to make daily phone calls to students' homes.

**Budget and resources alignment**

- Time during the school day will be allocated for the attendance team to meet on a regular basis.
- Funds will be allocated to pay for an attendance consultant, Global Connect, and supplies for sending absence letters home. (Fair Student Funding)
- Funds will be allocated for attendance incentives including prizes, trips, etc. (Fair Student Funding)
- Class time will need to be devoted to monthly school wide assemblies.
- Planning school-wide assemblies and meeting to brainstorm ideas will require collaboration between the attendance team and teacher and student leaders.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3: English Language Arts**

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

- Goal: The number of students achieving a score of 65% or better on the ELA Regents Exam will increase by 5% to 66% by June 2012.

#### **Comprehensive needs assessment**

Although gains were made over last year (from to 54% passing for the 2009-2010 school year to 61% passing for the 2010-2011 school year), AYP was missed in this category. Pablo Neruda Academy is currently SINI year two for ELA.

#### **Instructional strategies/activities**

- The ELA department (including ELL and Special Education teachers) will review the alignment of literacy skills and related assessments across grades so students are learning at grade appropriate levels and are progressing each year and that there is alignment to the Common Core Standards.
- The ELA department (including ELL and Special Education teachers) will meet and design interim assessments (including mock Regents) that will give predictive data for the student performance on the English Regents exam and will create action plans based on the data.
- The ELA department will review the writing process and rubric and discuss best practices to introduce both documents to the other subjects.
- The English department head will introduce Writing process and rubric to all Department heads to turnkey during department meetings.
- The School-Wide Data Team will disaggregate Performance Series results and identify trends that can be used to create goals for groups of students.
- The School-Wide Data Team will develop a list of students to target for the English Regents exams in January and June. This list will be given to the English department and information will be provided to students and parents.
- ELA department meetings will include reading and discussing published material on teaching literacy skills and increasing rigor and differentiation in daily lessons at least once a month.
- All ELA department meetings will include an examination of student work.
- Personal professional teacher goals will be created for each teacher in the ELA department which will align to student goals and support student achievement in ELA.
- The ELA Department will establish a department goal around increasing literacy in their classrooms.
- The ELA department (including ELL and Special Education teachers) will be provided with internal and external professional development opportunities on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
- ELL, special education, and English teachers will be targeted for QTEL training which will aide them in differentiating lessons for ELLs and other at risk students.
- Achieve 3000 will be used as a resource to increase the reading fluency for ELLs, Special Education, and other At Risk students.
- The ELA department head will work with administration to organize and implement inter-visitations and follow-up feedback sessions.
- Performance Series will be administered to all students in Reading and Language Arts.
- Formal and informal data will be used to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary.

#### **Strategies to increase parental involvement**

- The School-Wide Data Team will develop a list of students to target for the English Regents exams in January and June. This list will be given to the English department and information will be provided to students and parents.
- Global Connect will be used to notify parents of Saturday Academy (Regents Prep) and scheduled Regents exams.
- Saturday school and Regents exam dates will be highlighted in the monthly PNA Parent Newsletter which is mailed to all homes.
- Skedula Education Plans will be distributed three times a year so parents can monitor student progress.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- The ELA department (including ELL and Special Education teachers) will be provided with internal and external professional development opportunities on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
- ELL, special education, and English teachers will be targeted for QTEL training which will aide them in differentiating lessons for ELLs and other at risk students.

**Service and program coordination**

- Network assigned Instructional Coach will lead professional development sessions.
- Network assigned Instructional Coach will work with groups of teachers during Grade Team and Department meetings.

**Budget and resources alignment**

- Department meeting time will be devoted to aligning curriculum to the Common Core Standards, looking for trends in student data in order to group students with similar needs, to read and discuss published material, to monitor student progress towards the school goals and make necessary adjustments, and to align literacy skills and assessments.
- Teachers will receive professional development on the use of QTEL. (Title III)
- Funds will be used to pay for consultant services from ISA to assist the ELA department (including ELL and special education teachers) with designing interim assessments that will provide predictive data on their students. (Title I)
- Funds will be allocated to purchase additional laptops and laptop carts to assist with administering Performance Series and with the use of Achieve 3000, Read 180, etc. (NYSTL Hardware/Fair Student Funding)
- Coverage periods may be needed for teachers to visit other classrooms. (Fair Student Funding)
- Funds will be allocated for the purchase of coaching services from an ISA Literacy Coach. (Title I Professional Development)
- Preparation courses will be offered to students during the school day as well as afterschool and at the Saturday Academy. (Fair Student Funding)
- Skedula will be purchased to support the production of student Education Plans. (Title I)

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4: Science**

PNA will target Science instruction in order to increase pass rates on the Living Environment Regents Exam.

- Goal: The number of students achieving a score of 65% or better on the Living Environment Regents exam will increase by 3% to 45% by June 2012.

### **Comprehensive needs assessment**

Science weighted Regents pass rates are slightly above the average when compared to peer schools and at the average when compared to city schools. Previous year data has shown that Science Regents have posed the largest challenge for our students.

### **Instructional strategies/activities**

- Science will be re-sequenced so Living Environment is offered to 9<sup>th</sup> grade students. For the 2011 – 2012 school year, 9<sup>th</sup> & 10<sup>th</sup> grade students will take Living Environment and 11<sup>th</sup> grade students will take Science and Sustainability.
- Living Environment teachers will meet regularly for curriculum and assessment planning and ensure that it is aligned to the Common Core Standards.
- The Science Department will work with the ISA coach on designing and implementing performance tasks and interim assessments that are aligned to the Common Core Standards.
- The Science department will meet weekly to develop instructional initiatives focusing on Regents-based and pre-identified College Ready skills, to read professional literature, and to examine student work.
- The Science department will use data (including student work, Performance Series results, and classroom assessments) to identify struggling students and categorize these students by area of need; specific outreach/interventions will be organized by teacher and advisor.
- The Science department will establish a goal and action plan which supports student acquisition of skills that will assist them in passing Regents exams with a 65% or better.
- Personal professional teacher goals will be created for each teacher in the science department which will align to student needs and support student achievement in Science.
- The Science department head will work with administration to organize and conduct inter-visitations and follow-up feedback sessions.
- Formal and informal data will be used to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary.

### **Strategies to increase parental involvement**

- The School-Wide Data Team will develop a list of students to target for the Living Environment Regents exams in January and June. This list will be given to the Science department and information will be provided to students and parents.
- Global Connect will be used to notify parents of Saturday Academy (Regents Prep) and scheduled Regents exams.
- Saturday Academy and Regents exam dates will be highlighted in the monthly PNA Parent Newsletter which is mailed to all homes.
- Skedula Education Plans will be distributed three times a year so parents can monitor student progress.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Living Environment teachers will meet regularly for curriculum and assessment planning and ensure that it is aligned to the Common Core Standards.
- The Science Department will work with the ISA coach on designing and implementing performance tasks and interim assessments that are aligned to the Common Core Standards.
- The Science department will meet weekly to develop instructional initiatives focusing on Regents-based and pre-identified College Ready skills, to read professional literature, and to examine student work.
- The Science department will use data (including student work, Performance Series results, and classroom assessments) to identify struggling students and categorize these students by area of need; specific outreach/interventions will be organized by teacher and advisor.

- The Science department will establish a goal and action plan which supports student acquisition of skills that will assist them in passing Regents exams with a 65% or better.
- Personal professional teacher goals will be created for each teacher in the science department which will align to student needs and support student achievement in Science.
- The Science department head will work with administration to organize and conduct inter-visitations and follow-up feedback sessions.

**Service and program coordination**

- Network assigned Instructional Coach will lead professional development sessions.
- Network assigned Instructional Coach will work with groups of teachers during Grade Team and Department meetings.
- Participation in iLearnNYC

**Budget and resources alignment**

- The ISA coach will be used to assist the Science department with the design and assessment of DYO interim assessments. (Title I)
- Preparation courses will be offered to students during the school day as well as afterschool and at the Saturday Academy. (Fair Student Funding/Gear-up Grant)
- Funds will be allocated for the purchase of non-fiction and fiction texts/resources for Science classrooms. (NYSTL Textbook)
- Skedula will be purchased to support the production of student Education Plans. (Title I)
- Funds will be allocated in order to reproduce and mail the monthly PNA Parent Newsletter. (Title I: Parent Involvement)
- Funds will be allocated for the purchase of Global Connect. (Fair Student Funding)
- Department meeting time will be devoted to aligning curriculum to the Common Core Standards, looking for trends in student data in order to group students with similar needs, to read and discuss published material, to monitor student progress towards the school goals and make necessary adjustments, and to align literacy skills and assessments.
- Funds will be used to pay for consultant services from ISA to assist the Science department with designing interim assessments that will provide predictive data on their students. (Title I: Professional Development)

## ANNUAL GOAL #5 AND ACTION PLAN

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

### **Annual Goal #5: Literacy**

By fully implementing the new Common Core State Standards, PNA will focus on student literacy in all subjects in order to increase reading and writing fluency.

- **Goal:** By June 2012, students will engage in performance based assessments that are aligned to the Common Core State Standards in all English, Math, Social Studies, and Science classes.

### **Comprehensive needs assessment**

2010-2011 Quality Review feedback stated that Pablo Neruda Academy needs to “continue to develop rich curricula that prepares students for college in literacy skills, habits of mind, and higher order thinking skills”. As Pablo Neruda Academy works toward fully aligning to the Common Core standards, a focus on literacy (reading and writing in all content areas) will be essential.

### **Instructional strategies/activities**

PNA will focus on the following:

- Selection, design and implementation of a DYO Interim Assessment.
  - Work with ISA (The Institute for Student Achievement) to train teachers on designing DYO assessments.
  - Utilize Department meeting time to design and assess the DYO assessments.
  - Target teachers for network/TC PDs around designing performance tasks that are aligned to the Common Core State Standards.
- Align all curriculum maps to the Common Core State Standards.
- Continue to purchase classroom resources that will assist teachers in increasing literacy in their daily lessons.
  - As part of the Grants and Partnerships team’s goal for the year, grant money will be used to purchase classroom resources (i.e. books, texts, laptops, etc.).
  - Allocate all collected books to teachers at the beginning of the year, ensuring there is an even distribution so all classrooms have libraries.
  - Purchase laptops and laptop carts to increase the ratio of laptops to students so students have access to online intervention systems (i.e. Read 180 and Achieve 3000).
- Create a Foundations ELA block for 9<sup>th</sup> graders, where they will spend two periods in English class.
- Align English and Social Studies classes in 10<sup>th</sup> and 11<sup>th</sup> grades.
  - 10<sup>th</sup> graders will take World/European Literature and Global Studies 3/4.
  - 11<sup>th</sup> graders will take American Literature.
  - English and Social Studies will be scheduled for Common Planning time during each week.

### **Strategies to increase parental involvement**

- PNA Family Nights will be held twice during the school year in order to showcase projects aligned to the Common Core State Standards in all subject areas for parents.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Selection, design and implementation of a DYO Interim Assessment.
  - Work with ISA (The Institute for Student Achievement) to train teachers on designing DYO assessments.
  - Utilize Department meeting time to design and assess the DYO assessments.
  - Target teachers for network/TC PDs around designing performance tasks that are aligned to the Common Core State Standards.
- Continue to purchase classroom resources that will assist teachers in increasing literacy in their daily lessons.

**Service and program coordination**

- Network assigned Instructional Coach will lead professional development sessions.
- Network assigned Instructional Coach will work with groups of teachers during Grade Team and Department meetings.
- Participation in iLearnNYC

**Budget and resources alignment**

- Funds will be allocated to purchase classroom resources (i.e. books, laptops, etc.). (Fair Student Funding, NYSTL Textbook, NYSTL Hardware)
- Funds will be allocated to purchase services from ISA (The Institute for Student Achievement) to assist with training teachers on the DYO (performance based assessments that are aligned to the Common Core State Standards). (Title I: Professional Development)
- Time will be allocated so English and Social Studies teachers can plan weekly.
- Time will be allocated so Departments have opportunities to refine curriculum maps, look at student work, and analyze data gathered from interim assessments.
- Per session will be made available for 9<sup>th</sup> period interventions (i.e. Read 180 and iLearn Foundations). (Fair Student Funding, SES Providers, iLearnNYC grant)
- Professional development time will be allocated to the following topics:
  - Designing, administering, and analyzing DYO Assessments (performance based tasks that are aligned to the Common Core State Standards). (Title I: Professional Development)
  - The Common Core State Standards
- Online resources purchased by the school (i.e. Achieve 3000 and Read 180). (Fair Student Funding/iLearnNYC grant)

## ANNUAL GOAL #6 AND ACTION PLAN

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

### **Annual Goal #6: Communication**

By June 2012, feedback around student performance and progress will have been communicated to students and their families at least twelve times using various data tools.

### **Comprehensive needs assessment**

2010-2011 Quality Review feedback stated that Pablo Neruda Academy needs to “determine school-wide expectations and systems for the delivery of precise feedback to support student understanding of next learning steps”. A focus on systems for delivery will set a foundation for a future focus on delivery of precise feedback (i.e. next learning steps) for students.

### **Instructional strategies/activities**

PNA will focus on delivering feedback by doing the following:

- The purchase and use of Skedula.
  - Money from the 2011 – 2012 school budget will be allocated for the purchase of Skedula.
  - PD sessions will be held throughout the year in order to train teachers.
  - All teachers will use Skedula as their gradebook, to take attendance, and to log discipline issues.
  - Students and parents will have log-in access to the Skedula system.
- Schedule five marking periods each semester and issue progress reports/report cards at the end of each.
  - Progress reports will be generated after the end of two marking periods.
  - Report cards will be generated after the end of three of the marking periods. Report cards will be cumulative grades.
  - Grades for progress reports and report cards will be captured from the Skedula system.
- Issue transcripts to students and their families twice a year.
  - Transcripts will be mailed home at the end of each semester.
  - Transcripts will be printed and distributed to advisors to review with their students.
- Distribution of Education Plans for all students.
  - Skedula will be used to generate the plans for all students.
  - Ed Plans will detail credit accumulation, Regents scores, historical attendance, Performance Series data, and historical test scores (i.e. 8<sup>th</sup> grade test information).

### **Strategies to increase parental involvement**

- The purchase and use of Skedula to increase the ability for parents to track and monitor their student’s performance and progress.
  - All teachers will use Skedula as their gradebook, to take attendance, and to log discipline issues.
  - Students and parents will have log-in access to the Skedula system.
- Schedule five marking periods each semester and issue progress reports/report cards at the end of each in order for parents and students to have more frequent check-ins.
- Issue transcripts to students and their families twice a year.
  - Transcripts will be mailed home at the end of each semester.
  - Transcripts will be printed and distributed to advisors to review with their students.
- Distribution of Education Plans for all students to parents during Parent-Teacher Conferences.
- Issue Pupil Path logins to parents (in person and via the mail) in order for parents to have access to Skedula information.
- The Parent Involvement team will meet and ensure there are systems for distributing Skedula and Ed Plans to parents.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- PD sessions will be held throughout the year in order to train teachers.
- PD sessions will be held throughout the year on contacting and communicating with parents.

**Service and program coordination**

- City scheduled Parent Conferences will be used to distribute Education Plans, report cards, and transcripts to parents.

**Budget and resources alignment**

- Funds will be allocated to cover the cost of Skedula. (Title I)
- Funds will be allocated to cover the printing costs of transcripts, progress reports, report cards, and Ed Plans. (Fair Student Funding)
- Per session will be made available for members of the Parent Involvement team to meet and ensure there are systems for distributing Skedula and Ed Plans to parents. (Fair Student Funding)
- Time will be allocated in each grade's advisory curriculum so advisors can review transcripts and Ed Plans and assist students with the creation of their goals.
- Time will be allocated so teams of teachers can work on detailed item analysis' of interim assessment results, and so this data can be entered into a format that can be merged with the student Ed Plan templates.
- Professional Development time around the new Ed Plan will be allocated for teachers.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

Grades	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				
9	41	32			76	n/a	76	76
10	6	41			77	n/a	77	77
11	25	20	21	50	96	n/a	96	96
12	40	10	20	20	88	n/a	88	88

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	Each 9 <sup>th</sup> grader receives a second ELA (elective) class geared towards the development of foundational reading and writing skills. The two ELA classes are blocked with one teacher, so 9 <sup>th</sup> graders receive 110 minutes of ELA instruction Monday through Thursday, and 84 minutes of ELA instruction on Friday. 9 <sup>th</sup> and 10 <sup>th</sup> grade students who received a Level 1 or 2 on their 8 <sup>th</sup> grade NYS ELA exam are scheduled for an additional ELA intervention class during 9 <sup>th</sup> period. 9 <sup>th</sup> and 10 <sup>th</sup> grade students who received a Level 3 or 4 on their 8 <sup>th</sup> grade NYS ELA and Math exams are programmed into a Journalism class during 9 <sup>th</sup> period. Twice a year, English Regents preparation sessions are offered to all students during 9 <sup>th</sup> period and Saturday Academy. Achieve 3000 is used by an ELL teacher to target ELL students during their Student Learning Communities classes. Online Foundations classes are offered (through the iLearnNYC grant).
<b>Mathematics</b>	In addition to their core math class, tutoring is also available four times a week (during 9 <sup>th</sup> period) to 9 <sup>th</sup> and 10 <sup>th</sup> graders who received a Level 1 or 2 on their 8 <sup>th</sup> grade NYS exams. Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed (during the school day) for a third sequence of Integrated Algebra or Geometry to help them focus on key learning objectives. Twice a year, Math Regents preparation sessions are offered to all students during 9 <sup>th</sup> period and Saturday Academy.
<b>Science</b>	Students needing to pass the Living Environment Regents exam are programmed into Science and Sustainability during the school day. Twice a year, Science Regents preparation sessions are offered to all students during 9 <sup>th</sup> period and Saturday Academy.
<b>Social Studies</b>	Students with identified needs (i.e. those not passing the Regents or RCT Exams) are programmed the related core class during the school day (even those students who do not need the credits). Students receive additional instruction in US History and Global Studies four times a week during 9 <sup>th</sup> period.
<b>At-risk Services provided by the Guidance Counselor</b>	<p>Guidance Counseling Services are provided through:</p> <ul style="list-style-type: none"> <li>• Guidance Counselors also push-in to 12<sup>th</sup> grade Student Learning Communities daily.</li> <li>• Workshops related to college planning.</li> <li>• Walk-in counseling: counseling services are provided to individual students when needed.</li> <li>• Alternate Placements - Students who are not on track, have few credits and are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed.</li> <li>• Support for Struggling Seniors – Several times per week, individual and group meetings occur with 12<sup>th</sup> graders at risk of not graduating.</li> <li>• Individual Career Plan - Transcript reviews are conducted for every student. This is done through advisory on an individualized basis.</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<p>The following At-risk Services are provided by our Social Worker:</p> <ul style="list-style-type: none"> <li>- Mandated Counseling for Students with IEP's – Done one on one and in small groups as outlined in IEP documentation.</li> <li>- Short Term Counseling- Conducted on a walk-in case by case basis.</li> <li>- Alternate Placements - Students who are not on track, have few credits and are older are evaluated to determine if alternate placements would be beneficial. This is done on an individual and as needed basis.</li> </ul>

	<ul style="list-style-type: none"> <li>- Articulation/9th Grade Transfer Counseling – Provide placement services to 9<sup>th</sup> graders considering a school transfer.</li> <li>- Student Learning Communities – Students are supported through examining relevant topics of interest and of need (i.e. Health, bullying, etc.).</li> <li>- Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans.</li> <li>- Attendance – Provide counseling to students who are habitually absent from school.</li> <li>- Referrals – Made as needed to mental health clinics and pregnancy prevention clinics.</li> <li>- Mediations</li> <li>- Addressing reports of bullying</li> </ul>
<b>At-risk Health-related Services</b>	A campus nurse provides drop-in services for students on an individual, as needed basis. Students go to the main office and get a pass from the nurse (who is located on the second floor).

**INVOLVEMENT POLICY (PIP)**

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

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

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**PNA Parental Involvement Policy**

**PNA Parent Involvement Policy and Goals**

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

**Ensuring All Parents Have the Opportunity to Participate**

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

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

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

**Parental Involvement in Decision-Making**

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

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

**Assessing the Efficacy of Our Involvement Plan**

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

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

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

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

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

## **PNA School – Parent Compact**

Pablo Neruda Academy for Architecture and World Studies and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

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

### **PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

#### School Responsibilities

Pablo Neruda Academy for Architecture and World Studies will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
  - In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life-long learners. Our teachers will meet weekly as departments and grade teams to examine the eight PNA Instructional Framework Areas as they relate to curriculum, as well as engage in inquiry work focused on impacting student achievement for struggling students. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.
  - Teachers in each subject area will follow a scope and sequence and curriculum map which have been developed by appropriately licensed classroom teachers, using the Common Core Standards as a guide.
  - Teachers will use assessments to plan instruction according to their students' needs. Academic intervention will be provided to support the struggling students.
  - The students will be given many resources to assist them in their educational journey; appropriate textbooks, access to laptop computers, etc.
2. Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on October 27<sup>th</sup> and 28<sup>th</sup> in the Fall, and March 29<sup>th</sup> and 30<sup>th</sup> in the Spring.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - Progress reports will be issued twice a semester to inform families of their student's progress in their classes. Progress reports are mailed and backpacked to homes.
  - Report cards are issued twice a semester. Report cards are mailed and backpacked to homes as well as distributed during parent-teacher conferences.
  - Student transcripts are mailed and backpacked to homes at the end of each semester, as well as at the beginning of each school year.
  - Student Education Plans detailing a student's progress towards graduation will be delivered twice a year (during Parent Conferences).

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents can request to see any member of the staff either in writing or verbally. The staff member will work with the parent to set-up a convenient time for the meeting.
  - The Principal and Assistant Principals have an open door policy.
5. Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
  - Back to School Night will be conducted by classroom teachers during the month of September.
  - Parents will be invited to attend PNA Family Nights where student projects will be showcased.
  - Parents are invited to attend the Summer Bridge program's culmination celebration where student projects are showcased.

### Parent Responsibilities

Parents will support learning in the following ways:

1. Supporting student learning by making education a priority in at home:
  - Ensuring student is on time and prepared everyday for school
  - Monitoring attendance
  - Talking students about his/her school activities everyday
  - Scheduling daily homework time
  - Providing an environment conducive for study
  - Making sure that homework is completed
  - Monitoring the amount of television watched
2. Participating, as appropriate, in decisions relating to education
3. Promoting positive use of extracurricular time
4. Participating in school activities on a regular basis
5. Communicating with the school by promptly reading all notices from the school and responding as appropriate
6. Respecting the cultural differences of others
7. Helping students accept consequences for negative behaviors
8. Being aware of and following the rules and regulations of Pablo Neruda Academy and the Department of Education
9. Supporting the school discipline policy
10. Expressing high expectations and offering praise and encouragement for achievement

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### Student Responsibilities

Students will share the responsibility to improve academic achievement and achieve the Common Core standards. Specifically, students will:

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

### **Other Responsibilities**

Pablo Neruda Academy for Architecture and World Studies will also:

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 08X305 **School Name:** Pablo Neruda Academy for Architecture & World Studies

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PNA needs to work on the following:

Ensure that teaching consistently promotes student interaction and differentiation so that students can deeply engage with the content and one another.

- Most classrooms reflected straight lecture style teaching with very little conversation, minimal evidence of meaningful grouping, or differentiated process, product or content. Students identified that lecture is the most common form of instruction offered to them and that they are usually grouped for social purposes rather than academic. As a result, engagement varied across classrooms, and students were not fully aware of the purpose of the lessons.

Continue to develop rich curricula that prepare students for college in literacy skills, habits of mind and higher order thinking skills.

- The school has begun to develop curriculum maps that provide a basic foundation in ensuring that key standards are addressed. However, the quality of the curricula varies by department, and most of the maps do not yet contain key components such as opportunities for differentiation, or extensions. There is also uneven quality with regard to the rigorous nature of tasks and assessments. With these inconsistencies, only some classes afford opportunities for students to become critical thinkers and sophisticated writers.
- The school's themes of architecture and world studies are, so far, loosely developed in the curriculum and in students' programs and there is no other rich, integrated component that substitutes for it. Some students expressed disappointment that after selecting this school specifically for these components, they are only minimally present. Although there are some partnerships to potentially support these themes, they are not impacting the overall curriculum at this time, which is diminishing the engagement level of some students.

Deepen the work of teams by incorporating a fuller inquiry approach, to identify strategies that support student goals and improved teacher practice.

- There is some analysis of summative data, including item analyses of Regents, mock Regents and periodic assessments, but not all teams are focused on classroom or grade level data that is used for influencing instructional practice and leveraging individual improvement in teacher practice. As a result, some teams are not yet serving as forces for instructional change.

- There are some basic protocols, and incipient steps towards teacher leadership. However, both teams observed were not focused on determining next steps for a specific group of students or setting precise academic goals. As a result, there is no shared accountability for students.

Determine school-wide expectations and systems for the delivery of precise feedback to support student understanding of their next learning steps.

- A few teachers are effectively utilizing content-rich, rigorous rubrics to help students self-evaluate. Much student work shows basic feedback, and many rubrics were focused on technical requirements, not on depth of knowledge. Progress reports that are sent home to keep parents informed, do not offer specifics on the requisite skills or knowledge the student requires. As a result, neither students nor parents are fully aware of the precise steps they must take or the areas they must focus on to ensure student growth. Students spoke only in vague terms about what they need to work on, and attributed good grades in a course to the teacher giving it to them, rather than their earning it.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Interventions:

- The ELA department (including ELL and Special Education teachers) will review the alignment of literacy skills and related assessments across grades so students are learning at grade appropriate levels and are progressing each year and that there is alignment to the Common Core Standards.
- The ELA department (including ELL and Special Education teachers) will meet and design interim assessments (including mock Regents) that will give predictive data for the student performance on the English Regents exam and will create action plans based on the data.
- The ELA department will review the writing process and rubric and discuss best practices to introduce both documents to the other subjects.
- The English department head will introduce Writing process and rubric to all Department heads to turnkey during department meetings.
- The School-Wide Data Team will disaggregate Performance Series results and identify trends that can be used to create goals for groups of students.
- The School-Wide Data Team will develop a list of students to target for the English Regents exams in January and June. This list will be given to the English department and information will be provided to students and parents.
- ELA department meetings will include reading and discussing published material on teaching literacy skills and increasing rigor and differentiation in daily lessons at least once a month.
- All ELA department meetings will include an examination of student work.
- Personal professional teacher goals will be created for each teacher in the ELA department which will align to student goals and support student achievement in ELA.
- The ELA Department will establish a department goal around increasing literacy in their classrooms.
- The ELA department (including ELL and Special Education teachers) will be provided with internal and external professional development opportunities on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.
- ELL, special education, and English teachers will be targeted for QTEL training which will aide them in differentiating lessons for ELLs and other at risk students.
- Achieve 3000 will be used as a resource to increase the reading fluency for ELLs, Special Education, and other At Risk students.
- The ELA department head will work with administration to organize and implement inter-visitations and follow-up feedback sessions.
- Performance Series will be administered to all students in Reading and Language Arts. Formal and informal data will be used to predict student progress towards the school-wide goal and make adjustments to the action plan as necessary.

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Pablo Neruda Academy is partnered with the Institute for Student Achievement (ISA). This year, our Title I professional development funds will be allocated for the purchase of coaching services. The focus of the coaching will be around literacy across the curriculum. She will work with individual and teams of teachers on a weekly basis.

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

In order to support new teachers in their attainment of a successful first year, the PNA New Teacher Mentoring Team meets and discusses relevant topics for new teachers. Using Lyn Howard's Ready for Anything: Supporting New Teachers for Success as a guide, new teachers meet monthly with administrators and teacher leaders. A curriculum map has been developed that is aligned to the Interstate New Teacher Assessment and Consortium (INTASC) Standards. These standards guide the focus for monthly meetings.

Strategies:

- Use Ready for Anything: Supporting New Teachers for Success to develop topics and meeting agendas.
- Have both administrators and teacher leaders facilitate monthly meetings.
- Assign each new teacher a mentor from his/her department.
- Program new teachers for weekly Common Planning time with their mentor.
- Use Teach Like a Champion by Doug Lemov to present strategies that will support new teachers as they "put students on the path to college".

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will notify parents about our school's identification for school improvement with a letter that will be mailed home with our December parent newsletter. This letter will be translated in Spanish and will also clearly state the school's contact information. The newsletter also states our Parent Coordinator's contact information, who parents can reach out to for more information.

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Chris Groll/Terry Byam</b>	District <b>08</b>	Borough <b>Bronx</b>	School Number <b>305</b>
School Name <b>Pablo Neruda Academy for Arch &amp; Wrld Std</b>			

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

Principal <b>Sabrina Cook</b>	Assistant Principal <b>Annie Heller</b>
Coach	Coach
ESL Teacher <b>Peter Caldeira</b>	Guidance Counselor <b>Kristy Lebron</b>
Teacher/Subject Area <b>Wanda Linares/ESL</b>	Parent
Teacher/Subject Area <b>Diana Agosta/ESL</b>	Parent Coordinator <b>Yolanda Santos</b>
Related Service Provider	Other
Network Leader <b>Terry Byam</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>368</b>	Total Number of ELLs	<b>65</b>	ELLs as share of total student population (%)	<b>17.66%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Freestanding ESL:

9 (2007-2008) 6 (2008-2009) 7 (2009-2010) 7 (2010-2011)

Bilingual :

0 (2007-2008) 0 (2008-2009) 0 (2009-2010) 0 (2010-2011)

Continued entitlement letters are mailed home to students homes at the beginning of the school year and the ESL Assistant Principal keeps a record of this mailing.

6. Yes, our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by lengthening our school day and have set a goal to expand our course and support offerings during this time. We are also looking into offering a Native Language Arts course during the school day.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1	1	1	4
<b>Push-In</b>										2	3	2	2	9
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	4	3	3	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	65	Newcomers (ELLs receiving service 0-3 years)	24
Special Education	13		

Number of ELLs by Subgroups					
SIFE	9	ELLs receiving service 4-6 years	23	Long-Term (completed 6 years)	18

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	24	4	1	23	4	6	18	1	6	65
Total	24	4	1	23	4	6	18	1	6	65

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

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	12	14	16	59
Chinese														0
Russian														0
Bengali											2	2		4
Urdu														0
Arabic											2			2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

## 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
Other														0
<b>TOTAL</b>	<b>0</b>	<b>17</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>65</b>								

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

2. a. Beginner ELLs:

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

50 minutes per day – Academic intervention with certified ESL teacher

Intermediate ELLs:

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

50 minutes per week (select identified students) – Academic intervention with certified ESL teacher

## A. Programming and Scheduling Information

Advanced ELLs:

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

50 minutes per week – ELA instruction

3. Our school is structured into instructional teams. All teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class. All teachers are given time to discuss student progress and develop instructional plans that scaffold learning for each student. In addition to circular six assignments, ELL teachers meet with grade teams once a week, which enables them to discuss the needs of individual and groups of students.

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

4. ELL teachers work with general education teachers to translate assessments for ELLs. In addition, we provide students with bilingual glossaries (word to word translations) for all assessments. All Regents exams that are available in a students' native language are provided to the students.

5. a. SIFE students are identified at the beginning of the year by a certified ESL teacher. Once these students are identified, the ESL teacher meets with each grade team to talk about strategies to work with SIFE students. These students are provided additional academic instructional support after school by a certified ESL teacher.

5. b. In addition to push-in services and co-teaching during the school day, our newcomer ELLs receive additional support after school from a certified ESL teacher. Some of these students may also receive additional academic instructional support after school by a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

5. c. ELL students receiving service for 4-6 years receive push-in services and co-teaching services during the school day. Identified students also meet with a certified ESL teacher one to two times per week where they receive academic intervention through the online program Achieve 3000. Some of these students may also receive additional instruction after school by a certified ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

5. d. ELL students receiving service for 6 or more years receive push-in services and co-teaching during the school day. Identified students also meet with a certified ESL teacher one to two times per week where they receive academic intervention through the online program Achieve 3000. Some of these students may also receive additional instruction after school by a certified ESL teacher. In addition, content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning.

6. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. All ESL and Special Education teachers have been trained in the Achieve 3000 program, which they can use as a resource to support ELL-SWDs. Teachers also use several differentiation strategies in the classroom to ensure all ELL-SWDs needs are met. Special Education teachers ensure all ELL-SWDs are receiving the services on their IEP.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	

## A. Programming and Scheduling Information

Education teachers to ensure they are working towards the goals on the student's IEP.

## B. Programming and Scheduling Information--Continued

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

8. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills. We would like to expand the program so that all LTE students can take part in 50 minutes per day of extra support after school.

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

9. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. We are exploring the possibility of expanding our 9th period program to include all LTEs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

11. Two of our ELL teachers will focus more time on pushing in to classrooms and co-teaching with the general education teachers as opposed to pulling students out of their English classes and servicing them in a self-contained environment. The ELL teacher team will also meet with the English team during weekly department meetings. We identified these as needs based on feedback from our School Quality Review, Curriculum Audit, and ELL data results (from the NYSESLAT, Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art and Mural Club, Student Government, Youth Service Club, Theater Club, Young Women's Group, Movie Club, Senior Committee, Recycling Club, etc.

13. We have a Beginner ELL curriculum as well as supplemental resources for all ELL teachers. This year we have also begun to use the online program Achieve 3000 as a targeted reading intervention for selected students. We are always looking for more technology and other resources to support all of our ELLs.

14. In our model, native language support is delivered by the ELL teacher who pushes into the classroom. Students are provided with bilingual glossaries and translated versions of assignments and assessments (when necessary). In addition, ELL students' native language skills are strengthened through thematic units through the arts (i.e. art, music, dance, media).

15. Yes, required services support ELLs' ages and grade levels. Resources also correspond to ELLs' ages and grade levels.

## B. Programming and Scheduling Information--Continued

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

8. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills. We would like to expand the program so that all LTE students can take part in 50 minutes per day of extra support after school.

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

9. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. We are exploring the possibility of expanding our 9th period program to include all LTEs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

11. Two of our ELL teachers will focus more time on pushing in to classrooms and co-teaching with the general education teachers as opposed to pulling students out of their English classes and servicing them in a self-contained environment. The ELL teacher team will also meet with the English team during weekly department meetings. We identified these as needs based on feedback from our School Quality Review, Curriculum Audit, and ELL data results (from the NYSESLAT, Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art and Mural Club, Student Government, Youth Service Club, Theater Club, Young Women's Group, Movie Club, Senior Committee, Recycling Club, etc.

13. We have a Beginner ELL curriculum as well as supplemental resources for all ELL teachers. This year we have also begun to use the online program Achieve 3000 as a targeted reading intervention for selected students. We are always looking for more technology and other resources to support all of our ELLs.

14. In our model, native language support is delivered by the ELL teacher who pushes into the classroom. Students are provided with bilingual glossaries and translated versions of assignments and assessments (when necessary). In addition, ELL students' native language skills are strengthened through thematic units through the arts (i.e. art, music, dance, media).

15. Yes, required services support ELLs' ages and grade levels. Resources also correspond to ELLs' ages and grade levels.

16. Our school holds orientation for all new students during the summer. We explain the programs offered and answer any questions that ELLs and parents may have.

## B. Programming and Scheduling Information--Continued

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

8. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills. We would like to expand the program so that all LTE students can take part in 50 minutes per day of extra support after school.

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

9. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. We are exploring the possibility of expanding our 9th period program to include all LTEs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

11. Two of our ELL teachers will focus more time on pushing in to classrooms and co-teaching with the general education teachers as opposed to pulling students out of their English classes and servicing them in a self-contained environment. The ELL teacher team will also meet with the English team during weekly department meetings. We identified these as needs based on feedback from our School Quality Review, Curriculum Audit, and ELL data results (from the NYSESLAT, Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art and Mural Club, Student Government, Youth Service Club, Theater Club, Young Women's Group, Movie Club, Senior Committee, Recycling Club, etc.

13. We have a Beginner ELL curriculum as well as supplemental resources for all ELL teachers. This year we have also begun to use the online program Achieve 3000 as a targeted reading intervention for selected students. We are always looking for more technology and other resources to support all of our ELLs.

14. In our model, native language support is delivered by the ELL teacher who pushes into the classroom. Students are provided with bilingual glossaries and translated versions of assignments and assessments (when necessary). In addition, ELL students' native language skills are strengthened through thematic units through the arts (i.e. art, music, dance, media).

15. Yes, required services support ELLs' ages and grade levels. Resources also correspond to ELLs' ages and grade levels.

16. Our school holds orientation for all new students during the summer. We explain the programs offered and answer any questions that ELLs and parents may have.

## Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

### C. Schools with Dual Language Programs

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

N/A

Science:

0

### D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.

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

Network support is provided for all support staff and administrators.

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

3. These minimum requirements are met as described above in question #1. Attendance sheets of all meetings, PD sessions, and workshops are maintained by the Principal.

### E. Parental Involvement

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

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

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

All meetings, workshops, and parent events are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:
  - South Bronx Overall Economic Development Corporation (SOBRO): Offers ESL classes for parents.
  - Community Board 3: Provides workshops and resources for ELL parents.
  - Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
  - Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
  - Human Rights Commission: Provides information on human rights issues.

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

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. Parent activities are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

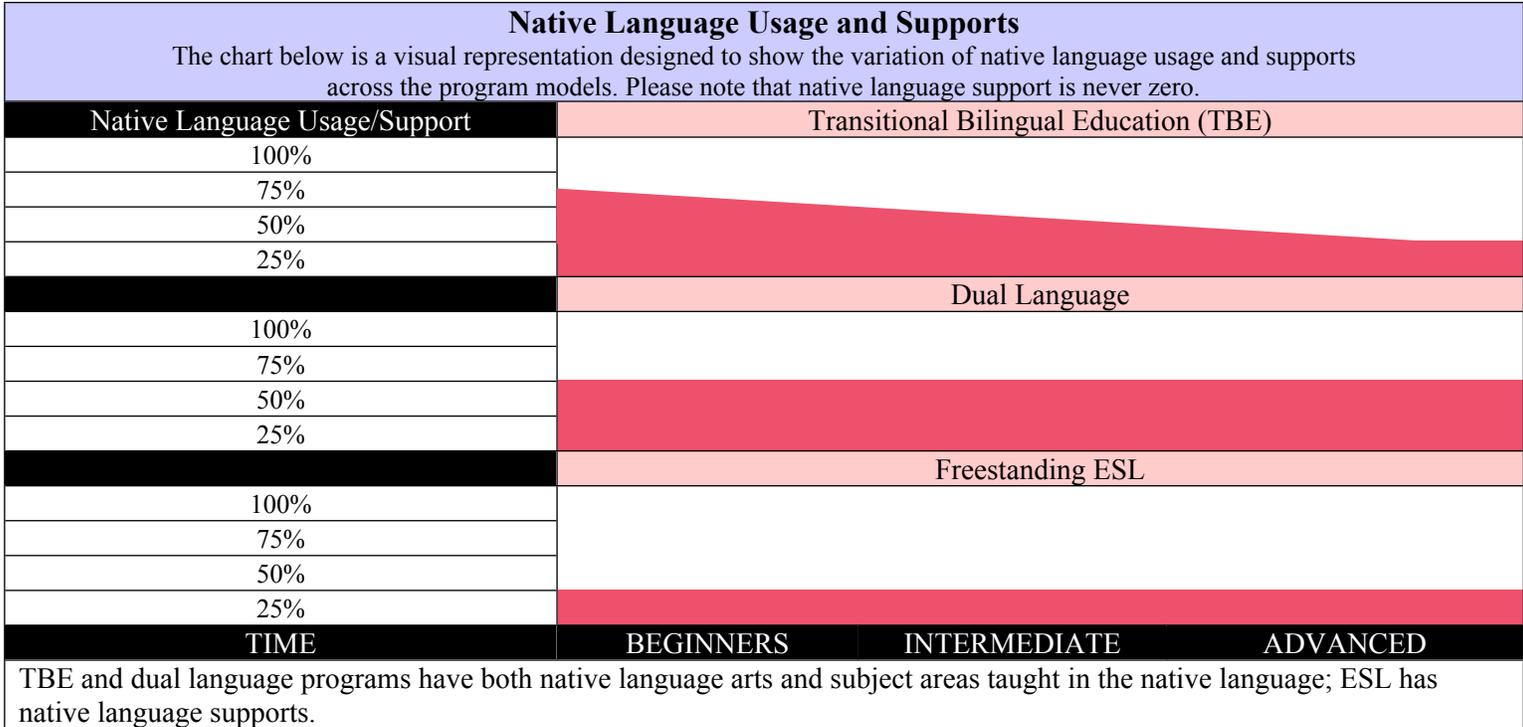
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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



## B. Programming and Scheduling Information--Continued

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

8. Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills. We would like to expand the program so that all LTE students can take part in 50 minutes per day of extra support after school.

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

## B. Programming and Scheduling Information--Continued

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9. Former ELLs receive testing modifications. They are also in the classes that receive push-in co-teaching services, and still receive instructional support by the ESL teacher given that they are still in the classroom.

10. We are exploring the possibility of expanding our 9th period program to include all LTEs. In this additional time each day, additional support will be provided with a focus on the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking). We are also committed to purchasing more instructional materials and technology to support all of our ELLs.

11. Two of our ELL teachers will focus more time on pushing in to classrooms and co-teaching with the general education teachers as opposed to pulling students out of their English classes and servicing them in a self-contained environment. The ELL teacher team will also meet with the English team during weekly department meetings. We identified these as needs based on feedback from our School Quality Review, Curriculum Audit, and ELL data results (from the NYSESLAT, Acuity, Performance Series, Regents exams, and course pass rates).

12. ELL students in each grade receive services in a general education setting with Heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art and Mural Club, Student Government, Youth Service Club, Theater Club, Young Women's Group, Movie Club, Senior Committee, Recycling Club, etc.

13. We have a Beginner ELL curriculum as well as supplemental resources for all ELL teachers. This year we have also begun to use the online program Achieve 3000 as a targeted reading intervention for selected students. We are always looking for more technology and other resources to support all of our ELLs.

14. In our model, native language support is delivered by the ELL teacher who pushes into the classroom. Students are provided with bilingual glossaries and translated versions of assignments and assessments (when necessary). In addition, ELL students' native language skills are strengthened through thematic units through the arts (i.e. art, music, dance, media).

15. Yes, required services support ELLs' ages and grade levels. Resources also correspond to ELLs' ages and grade levels.

16. Our school holds orientation for all new students during the summer. We explain the programs offered and answer any questions that ELLs and parents may have.

## B. Programming and Scheduling Information--Continued

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### C. Schools with Dual Language Programs

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

N/A

### D. Professional Development and Support for School Staff

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

1. Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.

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

Network support is provided for all support staff and administrators.

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

3. These minimum requirements are met as described above in question #1. Attendance sheets of all meetings, PD sessions, and workshops are maintained by the Principal.

### E. Parental Involvement

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

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

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

All meetings, workshops, and parent events are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:
  - South Bronx Overall Economic Development Corporation (SOBRO): Offers ESL classes for parents.
  - Community Board 3: Provides workshops and resources for ELL parents.
  - Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
  - Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
  - Human Rights Commission: Provides information on human rights issues.
3. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home.
4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. Parent activities are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

## 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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	3	5	2	12
Intermediate(I)										4	7	5	7	23
Advanced (A)										7	3	4	7	21
Total	0	0	0	0	0	0	0	0	0	13	13	14	16	56

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	16	0	7	0
Integrated Algebra	39	39	22	22
Geometry	25	25	5	5
Algebra 2/Trigonometry	0	0	0	0
Math				
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	25	25	7	7
Physics	0	0	0	0
Global History and Geography	29	29	11	11
US History and Government	13	13	7	7
Foreign Language	12	0	11	0
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Pablo Neruda Academy</u></b>		<b>School DBN: <u>08X305</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sabrina Cook	Principal		12/15/11
Annie Heller	Assistant Principal		12/15/11
Yolanda Santos	Parent Coordinator		12/15/11
Peter Caldeira	ESL Teacher		12/15/11
	Parent		
Wanda Linares/ESL	Teacher/Subject Area		12/15/11
Diana Agosta/ESL	Teacher/Subject Area		12/15/11
	Coach		
	Coach		
Kristy Lebron	Guidance Counselor		12/15/11
Terry Byam	Network Leader		12/15/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **08X305** School Name: **Pablo Neruda Academy**

Cluster: **4** Network: **CFN 404**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

Our Parent Coordinator will work with the ELL Assistant Principal to ensure families who require language assistance services are given a copy of the Bill of Parent Rights and Responsibilities. Notices of the availability of interpretation services are posted in conspicuous locations, (including the Parent Coordinator and Main Offices). Key staff (i.e. administration, Parent and Community Coordinators, Main Office staff, etc.) will review the DOE's parental notification requirements for translation and interpretation services.





# Title III Plan Review Form 2011-12

Senior ELL CPS/Reviewer: Tatyana Ulubabova

Borough: Bronx District: 08 School Number: 305

School Name: Pablo Neruda Academy

Cluster Leader: C. Groll Network Leader: Terry Byam

Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
<b>Title III supplemental services for ELLs</b> Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	☼ Yes	<input type="radio"/> No Comments:
<b>Professional Development</b> High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	☼ Yes	<input type="radio"/> No Comments:
<b>Parent Activities</b>	☼ Yes	<input type="radio"/> No Comments:
<b>Budget</b>	<input type="radio"/> Yes    ☼ NA (Title I SWP)	<input type="radio"/> No <input type="radio"/> NA (Title I SWP) Comments:
Approved? Yes ☼      No <input checked="" type="radio"/> Date: 2/7/12      Senior ELL CPS: Tatyana Ulubabova		
Additional Comments:		