



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ANTONIA PANTOJA PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X376

PRINCIPAL: NANCY J. DIAZ **EMAIL:** NDIAZ2@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

School: 08X376

Principal: Nancy j. Diaz

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|----------------|--|------------------|
| Nancy J. Diaz | *Principal or Designee | |
| Daniel Guridy | *UFT Chapter Leader or Designee | |
| Elena Vila | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| N. Calderon | Member/Parent | |
| N. Mendez Cruz | Member/Parent | |
| T. Ravenelle | Member/Parent | |
| D. Battaglia | Member/Teacher | |
| A.F. Garcia | Member/Teacher | |
| C. Varvaro | Member/TeacherA | |
| | Member/ | |

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DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. 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. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1: Improve teacher effectiveness by developing a shared understanding of instructional excellence.

Comprehensive Needs Assessment

It was determined that all teachers, experienced and new, need on-going professional development to improve teacher effectiveness, promote student learning, and develop rigorous curricula.

Instructional Strategies/Activities

Professional Development:

- Administrative-led introduction to the APPA Instructional Framework categories and the APPA Instructional Framework Rubric (aligned to the Danielson framework) as a lens to provide meaningful feedback.
- Staff-led and consultant professional development sessions (Common Core Learning Standards, Creating Performance Tasks, Data, Models of Integrated Team Teaching, SEISS, Socratic Seminar, Setting SMART Goals, Student Progress Monitoring Systems, Technology Integration, Writing and Literacy Across the Curriculum, etc.)
- Professional development (on and off-site)
- Common planning and PLC meetings have been embedded in the schedule for Department and Grade Meetings around the structure of a mini-lesson, looking at student work, aligning teacher created rubrics to Common Core Learning Standards and current NYS Rubrics.
- Align Curriculum Maps to the Common Core Learning Standards.
- Inter-visitations will be scheduled to implement effective instructional practices discussed during the PLC meetings. Feedback from the Inter-visitation observations will be shared within the departments.
- Study groups and book talks to build capacity.

Target Population: All teachers

Responsible Staff Members: Principal, Assistant Principals, IEP Teacher, Staff Developers/Coaches (internal and external).

Implementation Timeline: September 2011 – June 2012

Strategies to Increase Parental Involvement

- Distribute Engrade Pupil logins and passwords to parents/ Pupil Path (via mail, during Parent Teacher Conferences, etc.) so parents can login and view information (assignments, behavior, missing assignments, progress, scores on tests and quizzes, teacher comments, upcoming events,...) for their individual children.
- Parent Workshops presented by the Parent Coordinator, the Guidance Counselor, and/or staff and administration.

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Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit HQT ELA, mathematics, science, social studies, and foreign language teachers.
- Mentors are assigned to support new teachers.
- Teachers will receive professional development and PLC support on ITT Models of Teaching, Differentiated Instruction, and Best Practices and Strategies, the Workshop Model,...

Service and Program Coordination

- Network assigned Instructional Personnel will work with teachers during PLCs meetings or as needed.

Budget and resources alignment

- XEJV (Title 1: 10% Professional Development), X7WF (Title 1: 5% HQT), W24V (Title III) and WAZR (TL FSF) will be utilized.
- Coverage periods may be needed for teachers to visit other classrooms (GIA0L Title 1).

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ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2: Students will show progress in using evidence to support arguments.

Comprehensive Needs Assessment

After examining student work across the curricula, it was determined that students need to collect and include a variety of supporting evidence/details in order to write well-defined arguments.

Instructional Strategies/Activities

Professional Learning Communities:

- PLC in ELA will review the Writing Process and discuss Best Practices, which the ELA PLC will introduce to all staff during the School-wide PLC.
- PLCs in ELA, mathematics, science, and social studies will include an examination student work.
- PLCs will collaborate to create a School-wide Writing Rubric, which is aligned to the Common Core Learning Standards.
- The ELA Chair will work with administration to organize and implement inter-visitations and follow-up feedback sessions.

Target Population: Entire student population

Responsible Staff Members: All Teachers, Principal, Assistant Principals

Implementation Timeline: September 2011 – June 2012

Strategies to Increase Parental Involvement .

- Distribute Engrade Pupil logins and passwords to parents (via mail, during Parent Teacher Conferences, etc.) so parents can login and view information (assignments, behavior, missing assignments, progress, scores on tests and quizzes, teacher comments, upcoming events,...) for their individual children.
- Parent Workshops presented by the Parent Coordinator, the Guidance Counselor, and/or staff and administration.

Strategies for attracting Highly Qualified Teachers (HQT)

- All PLCs will be provided with internal and external professional development opportunities on strategies for creating rigorous and differentiated lessons and units that are aligned to the Common Core Learning Standards.

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Service and Program Coordination

- Network assigned Instructional Personnel will lead professional development sessions as needed.

Budget and Resources Alignment

- PLCs 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 to make necessary adjustments as needed. Datacation is being utilized to provide support in aligning curriculum to the standards and using data. \$10,000 will be allocated from X7WF Title 1.
- Teachers will receive professional development on the use of QTEL. (Title III)
- Coverage periods may be needed for teachers to visit other classrooms (GIA0L Title 1).

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3: To engage PLCs in Kid Talks in order to create targeted intervention plans for students in the lowest third.

Comprehensive Needs Assessment

After examining formative and summative for students in the lowest third, it was determined that targeted intervention plans for struggling students must be created.

Instructional Strategies/Activities

Guidance Counseling Services for Middle School & High School Students:

- Workshops related to high school selection.
- Counseling services are provided to mandated student and with individual students when needed.
- Alternate Placements: Students, who are not on track, have few credits and are older, are evaluated to determine if alternate placements would be beneficial. This is done on an individual basis and as needed.
- Transcript reviews are conducted for every student. This is done on an individual basis.

Crisis Intervention Team & PLC Grade Meetings:

- A Kid Talk Form will be created and utilized to collect data and create the action plans.
- Weekly CIT meeting agendas will focus on Kid Talk Case Openings and Case Reviews.
- The PRIM (Pre-Referral Intervention Manual) will be used to facilitate the creation of research based interventions for struggling students.
- ARIS will be utilized to gather data on students.
- Student work will be analyzed during the Kid Talk process in order to gather data on students.
- PLCs will assess student work, assess student assessments, and disaggregate student data.

Professional Development:

- Special Education Students
 - Teachers will receive professional development and PLC support on ICT/ITT and differentiation best practices and strategies.
 - Focus on cooperative grouping as a differentiation strategy.
- ELL Students
 - Provide QTEL training to teachers in order to support differentiated classroom instruction that supports ELL students at varying levels.

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Target Population: Lowest third of student population

Responsible Staff Members: CIT, Teachers, Guidance Counselor

Implementation Timeline: November 2011 – June 2012

Strategies to increase parental involvement

- Distribute Engrade Pupil logins and passwords to parents (via mail, during Parent Teacher Conferences, etc.) so parents can login and view information (assignments, behavior, missing assignments, progress, scores on tests and quizzes, teacher comments, upcoming events,...) for their individual children.
- Parent Workshops presented by the Parent Coordinator, the Guidance Counselor, and/or staff and administration.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit HQT ELA, mathematics, science, social studies, and foreign language teachers.
- Mentors are assigned to support new teachers.
- Teachers will receive professional development and PLC support on Creating Performance Assessment Tasks, ICT/ITT Models of Teaching, Differentiated Instruction, and Best Practices and Strategies, the Workshop Model,...

Service and program coordination

- Network assigned Instructional Personnel will lead professional development sessions as needed.

Budget and resources alignment

- Teachers will receive professional development on the use of QTEL. (Title III)
- Coverage periods (GIA0L Title 1) may be needed for teachers to meet during school hours or Per Session Funding if teachers meet after regular school hours.
- PLCs 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 to make necessary adjustments as needed. Datacation is being utilized to provide support in aligning curriculum to the standards and using data. \$10,000 will be allocated from X7WF Title 1.

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ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|---|--------------------|
| ELA | |
| Mathematics | |
| Science | |
| Social Studies | |
| At-risk Services provided by the Guidance Counselor | |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | |

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| | |
|--|--|
| At-risk Health-related Services | |
|--|--|

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

08X376 Response Plan for Schools in Need of Improvement (SINI)

School DBN: 08X376 **School Name:** The Antonia Pantoja Preparatory Academy

Phase: Improvement Year 1

Category: Basic

Intervention: SQR

Part A: For All SINI Schools

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.

Students With Disabilities in Grades 6 – 8 did not meet AYP in the NYS ELA Examination.

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.

This proposal framework is for phase 1 of a 2 phase engagement. This work would be completed between January and June, 2012. There are approximately 10 teachers and 2 administrators that will participate in the Phase 1 roll out.

The primary needs for APPA are tied to:

- Rituals & routines
- Structure
- Common Core for ELA
- Assessment analysis
- Prepare for SINI ELA and comprehensive work in the next school year

The work will include a combination of on-site professional development and technical assistance shoulder-to-shoulder work with teachers.

Suggested framework for our implementation

Professional Development 1: Rituals Routines and Structure (1day)

Professional Development work will train teachers on teacher effectiveness practices tied to improved student performance. Emphasis will be on classroom rituals, routines, and structure.

Professional Development 2: Foundational Overview of the Common Core State Standards for ELA (2 days)

Teachers will explore the components of the Common Core State Standards in ELA. This is a comprehensive workshop and ties directly to Appendix B of the Common Core State Standards (please refer to this link: <http://www.corestandards.org/the-standards>).

Professional Development 3: Using Formative and Summative Data to Inform Literacy Instruction (1 day)

Teachers will be able to utilize data to drive instruction, to discuss student performance, and to improve student performance.

Technical Assistance – 8 days

Teachers will receive shoulder-to-shoulder coaching to assist them on the implementation of topics covered in the 3 professional development workshops discussed above. Pearson / America's Choice consultants will work on-site at APPA.

Price Total \$26,000

- 4 days of PD: \$14,000
- 8 days of shoulder to shoulder TA: \$12,000

Next steps

1. Review information contained in this note
2. Edit / Revise if necessary
3. Develop the Scope of Work and agendas
4. Schedule the PD days and the windows for TA
5. Discuss plans for SINI (ELA) improvement plans
6. Discuss the comprehensive plan for the 2012 – 2013 school year

Part B (Title I Schools Only)

- 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.**

The following have already been identified and allocated as per the CEP: XEJV (Title I: 10% Professional Development), X7WF (Title I: 5% HQT), W24V (Title III) and WAZR (TL FSF) will be utilized.

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

New teachers are assigned a school-based mentor to help them through the challenges of their first year. At our school, the new teachers develop a special relationship with their school-based mentor, who is there to help them grow quickly as a teacher. A mentor will assist a new teacher by planning with them, viewing their classroom practice, and conference with them to help them reflect on their teaching practice. Our mentors utilize a research-based Danielson Framework to make certain they are focusing on areas they know will improve teacher practice and student performance. And this allows the Mentor to work with the teacher as they grow in the different components of teaching. In addition, our teachers and mentors work together on teacher and inquiry teams to look at student work and performance data so that teaching practices and curricula can be adjusted to best meet the needs of our students. This together with the school's professional development helps to focus our teachers on the school's mission and vision and how to best work with our students to meet our rigorous goals. New York State requires individuals with a Professional Certificate to complete 175 hours of professional development every five years to maintain their certification.

- 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.**

APPA will host ongoing monthly Parent Meetings to notify parents about the school's identification for improvement (SINI), their children's participation in a Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

APPA will provide written resources to our parents, telephone communications, and emails, and maintain binders for regular written communication between teacher and the home. These letters will be formatted in a format to the extent practicable in the languages that parents can understand.

The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator will provide parent workshops to assist parents and families in sharing information and understanding of the School In Need of Improvement Funding, school options for their children, and make certain that the extent possible all communications are provided in a language that parents can understand.

**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 Jose Ruiz/Lawrence Pendergast | District 08 | Borough Bronx | School Number 376 |
| School Name type here | | | |

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

| | |
|---|---|
| Principal Nancy J. Diaz | Assistant Principal Nancy Sotomayor-Einstein |
| Coach N/A | Coach N/A |
| ESL Teacher Ana F. Garcia/ESL | Guidance Counselor Hermine Hawkins |
| Teacher/Subject Area N/A | Parent N/A |
| Teacher/Subject Area N/A | Parent Coordinator Vivian Williams |
| Related Service Provider N/A | Other N/A |
| Network Leader Lawrence Pendergast | Other N/A |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|-----------|
| Number of certified ESL teachers | 1 | Number of certified bilingual teachers | 0 | Number of certified NLA/foreign language teachers | 2 |
| Number of content area teachers with bilingual extensions | 1 | Number of special education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 27 |
| Number of teachers who hold both a bilingual extension and ESL certification | 1 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 434 | Total Number of ELLs | 32 | ELLs as share of total student population (%) | 7.37% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. The parents of new students are administered the Home Language Survey. The Assistant Principal along with the E.S.L. Teacher conduct an informal interview in English as well as the native language, to determine the eligibility of the student for testing with the LAB-R. For new admits to the school system, the LAB-R is administered by the ESL Coordinator/Teacher to determine the students' level of proficiency in English and in the native language. If the student has been in the Public School system, then an ATS report of the student's exam history is run to identify his/her level of proficiency within each of the modalities. For students identified as Special Education students, a review of their IEPs is conducted by the ESL Teacher and the Administrator responsible for the Special Education Department to determine what services are mandated as part of their educational plan. This report is then analyzed annually to evaluate ELLs and serve them according to their academic needs.

2. Within the first ten, (10), days of school, once ELL students are identified, tested and placed, parents are then presented with an invitation to attend a parent orientation facilitated by the ESL Teacher. At this orientation the parents of ELLs are presented with the orientation video from the EPIC kit, the Parent Program Selection Forms, and non-entitlement or continuation of services letters. If parents cannot attend the orientation, the ESL Teacher sets up parent conferences, at the parents' convenience. Parents are then able to view the orientation video and fill out the Parent Survey and Program Selection forms.

3. Parents are asked to come in for an orientation. If there is no response to the orientation invitation, parents are called individually and asked to come in and meet with the ESL Teacher. If there is no contact from the parent, then the ESL Teacher records the default program as the choice.

4. The criteria used and the procedure is the following: in collaboration with parent selection and according to a student's level of proficiency in English, (LAB-R), as well as in their native language, programs are recommended.

5. The trend in program choices that the parents have requested for ELL services is 85% for a Freestanding ESL Program, and 15% for a Transitional Bilingual Education Program.

6. The program model offered at our school is in alignment with the majority of the parents' requests. For those parents wishing to have their child placed in a TBE program, we will build alignment with parent choices by adding more programs as soon as we achieve the register requirements, which consist of fifteen, (15), ELL students in two contiguous grades. Our students are also provided with native language support.

Part III: ELL Demographics

A. ELL Programs

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

Page 2  **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 type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input 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 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | | | | | | | | | | | | | | 0 |
| Push-In | | | | | | | 2 | 2 | 1 | 1 | 1 | | | 7 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 1 | 1 | 0 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|----|
| All ELLs | 32 | Newcomers (ELLs receiving service 0-3 years) | 8 | Special Education | 16 |
| SIFE | 2 | ELLs receiving service 4-6 years | 13 | Long-Term (completed 6 years) | 11 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 8 | 1 | 1 | 13 | 0 | 8 | 13 | 0 | 7 | 34 |
| Total | 8 | 1 | 1 | 13 | 0 | 8 | 13 | 0 | 7 | 34 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | |
|--|--|
| Number of ELLs by Grade in Each Language Group | |

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | | | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Yiddish | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

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

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

This Section for Dual Language Programs Only

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

| Freestanding English as a Second Language | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|----------|----------|-----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | | | | | | | 1 | 9 | 6 | 8 | 4 | | | 28 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | 1 | 1 | 1 | | 1 | | | 4 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 7 | 8 | 5 | 0 | 0 | 32 |

Part IV: ELL Programming

| A. Programming and Scheduling Information |
|--|
| <ol style="list-style-type: none"> 1. How is instruction delivered? <ol style="list-style-type: none"> 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)? <ol style="list-style-type: none"> 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? <ol style="list-style-type: none"> 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? |

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

- 1a. The organizational model is the self contained and pull out model. An ESL teacher works with ELLs during ELA instruction in collaboration with a special education classroom teacher to provide English language acquisition and vocabulary support while retaining content instructional time.
- b. The program model we use for ELL classes is a block, graded, and heterogeneously grouped model.
2. In our middle school self-contained class, our beginner and intermediate ELL students receive 360 minutes per week of ESL instruction, and our advanced ELL students receive 180 minutes per week of ESL instruction. In our high school pull out program, our beginner and intermediate ELL students receive 540 minutes per week of ESL instruction and our advance ELL students receive 180 minutes of ESL instruction. Our students receive 100 minutes per week in Spanish native language instruction.
3. Our students receive instruction in English. During the ELA period our ESL certified teacher uses ESL strategies such as scaffolding. Some examples of scaffolding are text representation, bridging, modeling, and making connections to related topics of information. During the school year, all content area teachers will be receiving professional development on best practices in ESL. Our teachers follow the New York State Common Core Standards in ELA and ESL.
4. The home language survey is done by the ESL teacher and administrator. For ELLs of languages other than spanish the central office translation unit is utilized as needed. In addition, translation of all state exams are utilized in their native language with the exeption of the ELA N.Y.S exam.
- 5a. Our SIFE students form part of our ESL instructional program and are assessed using a variety of assessment tools such as the ELL periodic and Fountas and Pinnell to determine their areas of needs improvement. The NYSESLAT result is also utilized to determine English proficiency level in order to differentiate instruction accordingly.
- b. Our ELL students who have been in the U.S. less than three years receive support in the native language through thematic units of study
in the content areas, classroom libraries and glossaries. The NYSESLAT results is also utilized to determine their English level of proficiency in order to differentiate instruction. Furthermore, teachers focus on strategies that support listening and speaking skills during the ESL instruction. Additionally, students are grouped according to their level of proficiency and provided small, guided group instruction.
- c. Our ELL students who have been receiving services 4 to 6 years are provided with a greater emphasize on reading and writing however, their listening and speaking skills are still supported through strategies such as accountable talk . The reading instruction focuses on the development of the academic language and the writing focuses on developing skills on informational text.
- d. Long term ELLs receive greater support on the development of reading and writing skills. The instructional focus is on enhancing academic language and expanding content area vocabulary, particularly in preparing them to be 'college ready'.
- e. Our ELLs with special needs receive support in their areas of needs improvement based on their individual educational plan. Instruction is differentiated using a variety of tools and strategies that supports their development in listening, speaking, reading and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction.
6. Our ELL-SWD students receive support through thematic units of study in the content areas supported by resources throughout the

A. Programming and Scheduling Information

classroom environment such as the library, visual technology, glossaries, dictionaries and graphic organizers. Instruction focuses on strategies to develop their reading and writing skills since data demonstrates a lack of progression in these two categories; however, listening and speaking continuous to be supported through strategies like 'accountable talk. A variety of data is utilized such as the NYSESLAT results to determine their English level of proficiency in order to differentiate instruction. Students are grouped according to their level of proficiency and provided targeted small group instruction. Moreover, the student's Individual Educational Plan is reviewed in order to differentiate instruction using a variety of tools and strategies that supports their development in all modalities: listening, speaking, reading and writing.

7. The vast majority of ELLs are in CIT classes and are mainstreamed with the general education population. Students currently in our 12:1 self contained environment are assessed periodically in order to determine if they are ready to be mainstreamed into the general education instructional population.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

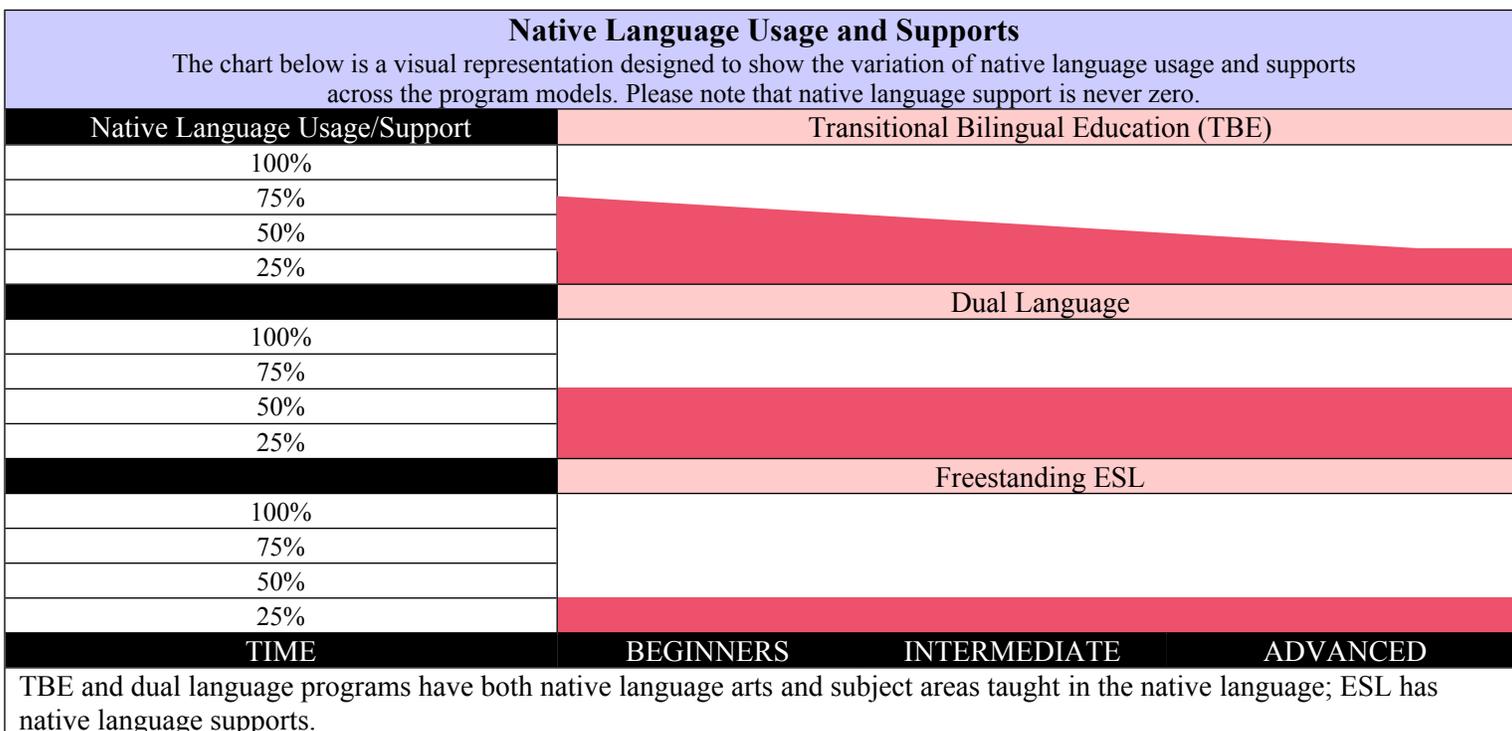
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |

| | | | |
|--|--------------------|--------------------|--------------------|
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |
|--|--------------------|--------------------|--------------------|



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. Targeted assistance is offered during their regular instructional periods in the form of small group instruction. Additional support will be provided in our after school program for middle school ELLs which focuses on building their reading and writing skills while still supporting their listening and speaking modality using the Hampton Brown series.

9. ELLs reaching proficiency on the NYSESLAT continue to receive additional support in all modalities through our content based curriculum that is aligned to the common core standard. They continued to be provided with support in small group instruction. Furthermore, they continue to participate in various field trips exposing them to the city's cultural diversity affording them the opportunity to engage in meaningful discussion that continues to support their language development skills particularly in listening and speaking. Our school is affiliated with the College Board Readiness Program. Through this affiliation our ELLs are exposed to a rigorous curriculum that will prepare all students for high school graduation and college admission.

10. We will be reviewing our school budget to determine how to increase additional support to our ELL population

11. No programs will be discontinued.

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.
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9. ELLs reaching proficiency on the NYSESLAT continue to receive additional support in all modalities through our content based curriculum that is aligned to the common core standard. They continued to be provided with support in small group instruction. Furthermore, they continue to participate in various field trips exposing them to the city's cultural diversity affording them the opportunity to engage in meaningful discussion that continues to support their language development skills particularly in listening and speaking. Our school is affiliated with the College Board Readiness Program. Through this affiliation our ELLs are exposed to a rigorous curriculum that will prepare all students for high school graduation and college admission.

10. We will be reviewing our school budget to determine how to increase additional support to our ELL population

11. No programs will be discontinued.

12. Our ELLs are provided with the opportunity to participate in all academic and extra-curricular activities as the general education population. The YMCA is our after school program which affords our ELL and general education students the opportunity to engage in extra-curricular activities as well as provide them with academic support through the YScholar program.

13. Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular day. In addition, they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish.

14. All spanish speaking ELLs receive a minimum of 100 minutes a week of native language instruction. Students receive native language support through the variety of books in our classroom libraries. Classroom libraries have books in the different content areas such as math, science, and social Studies, as well as books in Spanish.

15. All required services support and resources correspond to ELLs ages and grade levels.

16. We will invite our new arrivals and newly enrolled students to participate in various activities during the first week of August. These activities are cultural and instructional in order to prepare them for our school's academic goals, while at the same time familiarizing them with the New York City culture.

17. Spanish is the language elective offered to our students.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

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. A. Training on the NYSESLAT in September and October
B. Training sponsored by the BETACS
C. The ESL teacher has attended the Quality Teaching for ELLs professional development, sponsored by the Office of English Language Learners, DOE. The ESL teacher then turnkeys to the staff during our weekly ELA department meetings
D. A consultant will be hired to provide professional development to all teachers of ELLs
2. Staff is given the opportunity to participate in trainings/workshop sponsored by The Bronx BETAC, at Fordham University, throughout the year. The ESL teacher conducts workshops that are offered to ELA staff in ESL strategies, as well as QTELL, that can be infused into ELA, so that students can achieve grade level competency in the content areas.
3. Staff is given the opportunity to participate in trainings/workshop sponsored by The Bronx BETAC at Fordham University. A consultant and the Assistant Principal will provide professional development in order to meet the mandated 7.5 hours of training.

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. Our ELL parents participated in Parent Orientations during the summer and the fall of 2011. At these meetings they were also given the ELL parent survey. Our guidance counselor supports us during these orientations and helps facilitate the presentations.

In September, we conducted a Parent Orientation where parents were informed of our instructional programs and goals as well as provided with the ELL parent survey. Our Guidance Counselor supports us during these orientations and helps facilitate the presentation. In November parents will be given the opportunity to meet our teachers and become familiar with our curriculum. In addition two other parent workshops will be provided in February and March of 2012. At this meeting they will also have the opportunity to familiarize themselves with the NYS Common Core Standards, state assessments, and NYSESLAT. In April 2012 we will have a final parent orientation for our 2011-12 school year. At this meeting we will discuss our accomplishments and projected goals for September.

2. Our school provides parents with the opportunity to participate in parent workshops based on the assessed needs of the parents in the school site through the Parent Coordinator. These include workshops on parenting skills, and curriculum based workshops to build parents' capacity to help their children at home. We also encourage parents to become trained volunteers through Learning Leaders.

3. In creating the Antonia Pantoja Preparatory Academy Parent Involvement Policy, the Parents Association and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. We evaluate the needs of parents by:

- Involving parents in planning, reviewing and improving the funded programs and the parent involvement policy of the school
- Supporting those committees that include parents such as the School Leadership Team and the Parents Association, and provide technical support as needed
- Maintaining the parent coordinator's Title I funds to serve as liaison between the school and parent communities
- Providing a school informational meeting on all funding programs in the school
- Providing written translations of all documents
- Providing Monthly Parent workshops where all parents are invited to attend formal presentations that address their parenting needs

4. Our parent involvement activities are created as a result of an analysis of the annual parent survey results and in collaboration with the Parent Association President.

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- Providing written translations of all documents
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4. Our parent involvement activities are created as a result of an analysis of the annual parent survey results and in collaboration with the Parent Association President.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | | | | | | | 1 | 0 | 2 | 2 | 0 | | | 5 |
| Intermediate(I) | | | | | | | 0 | 4 | 2 | 4 | 1 | | | 11 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|----|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Advanced (A) | | | | | | | 1 | 6 | 1 | 1 | 3 | | | 12 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 10 | 5 | 7 | 4 | 0 | 0 | 28 |

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

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

| NYS Science | | | | | | | | | |
|-------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| | | | | | | | | | |

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | 4 | 1 | 4 | 1 | | | | | 10 |
| 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 | | | 0 | |
| Integrated Algebra | 4 | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|--|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 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

| School Name: <u>Antonia Pantoja Preparatory Ac</u> | | School DBN: <u>08X376</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Nancy J. Diaz | Principal | | 12/1/11 |
| Nancy Sotomayor-Einstein | Assistant Principal | | 12/1/11 |
| Vivian Williams | Parent Coordinator | | 12/1/11 |
| Ana F. Garcia | ESL Teacher | | 12/1/11 |
| N/A | Parent | | 1/1/01 |
| N/A | Teacher/Subject Area | | 1/1/01 |
| N/A | Teacher/Subject Area | | 1/1/01 |
| N/A | Coach | | 1/1/01 |
| NA | Coach | | 1/1/01 |
| Hermine Hawkins | Guidance Counselor | | 12/1/11 |
| Jose Ruiz | Network Leader | | 12/1/11 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 08X376 **School Name:** Antonia Pantoja Preparatory School

Cluster: 6 **Network:** 603

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

Part A: Needs Assessment Findings

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

The predominant home language for ELL population is Spanish. Within the school staff, we have the capacity to translate both written and oral communication for Spanish. for the ELLs whose home language is not spanish, we will utilize the translation services from the Department of Education Office of Translation and Interpretation Services.

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

After analyzing our ELL population's oral and written translation and interpretation needs, we found that the majority of the needs can be met by our current staff. We report the oral and written translation and interpretation findings to our school staff through memorandums, faculty conferences and The APPA Daily News letter. In addition, the Parent Coordinator shares the information with the parents at P.T.A. meetings.

Part B: Strategies and Activities

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

All translation services are provided in-house by school staff. For families that require services other than Spanish, we use the services of the Department of Education Services of Translation and Interpretation.

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.

All translation services are provided in-house by the school staff.

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

The majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend or relative for language and interpretation services. We allow family members over the age of 18 to serve as interpreters during any formal or informal meetings. In addition, our school staff is always available to provide translation and interpretation as needed.

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

Title III Supplemental Program for ELLs

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

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

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

| Part A: School Information | |
|--|-------------------------------------|
| Name of School: A.P.P.A. | DBN: 08X376 |
| Cluster Leader: Jose Ruiz | Network Leader: Lawrence Pendergast |
| This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other: |
| Total # of ELLs to be served: 47 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 |
| Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Currently the Antonia Pantoja Preparatory Academy, M.S. 376 has a total of 32 ELLs in grades sixth through tenth. We offer a Freestanding ESL program in a push-in model that provides support to ELLs in the mainstream setting. Furthermore, our Freestanding ESL program provides students' instruction in the conventions of written English and vocabulary development that supports their listening, speaking, reading and writing skills through an interdisciplinary, interactive and communicative approach to English Language Development (ELD).

Our school data on the ELLs are as follows:

| Grades | Beginners | Intermediate | Advance |
|--------|-----------|--------------|---------|
| 6 | 1 | 0 | 1 |
| 7 | 0 | 4 | 6 |
| 8 | 2 | 2 | 1 |
| 9 | 2 | 4 | 1 |
| 10 | 0 | 1 | 3 |
| Total | 5 | 11 | 12 |

* 4 students were not tested in Spring of 2011.

M.S. 376 will offer an Afterschool Program to provide supplemental instruction to sixth, seventh and eighth grade students. Currently, our ninth and tenth grade students are being serviced through a pull out program provided by Bronx Bridges High School during the day. Bronx Bridges is located within our Adlai Stevenson Campus.

A certified ESL teacher, who currently services our students during the instructional day, will be hired to participate in our afterschool program. The ESL teacher, that will be hired, has developed an academic rapport with our students and is knowledgeable of their instructional needs. The program will be held three days a week for one hour a day beginning in January of 2012 until March of 2012.

The instructional materials that will be purchased for the M.S. 376 Afterschool Program is the Nonfiction Reading and Writing Workshops by Hampton Brown. The program will focus heavily on reading and writing. Our data demonstrates that 13 out of 17 students in our Middle School ELL population have scored the lowest on the reading and writing subtest of the NYSESLAT than the listening and speaking subsection. The Department of Educational expectation are on reading and writing informational text and writing opinion and argument and response.

Students in our Afterschool Program will receive instruction based on their language proficiency level, i.e. Beginners, Intermediate or Advanced. The Hampton Brown ???series will be utilized to focus on specific reading comprehension strategies as well as on the writing process - highlighting characteristics

Part B: Direct Instruction Supplemental Program Information

of one nonfiction writing form. Furthermore, teachers will have the opportunity to teach and demonstrate the strategies using the think-aloud model to highlight reading and writing skills, making the instruction explicit and interactive. Additionally, students will have the opportunity to engage in small group guided instruction and practice the strategies in a gradual release fashion. Moreover, the teacher and students will be able to assess their work using rubrics as a guide to monitor for understanding and comprehension.

Part C: Professional Development

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

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

Begin description here:

Middle School 376 will seek a consultant from Education Consortium, LLC to provide professional development services on ESL strategies in the content areas. There will be a focus on reading, writing and vocabulary development. Additional funds will be utilized to extend professional development to include providing support on how to use data to inform and differentiate instruction, and how to perform effective guided practice in reading and writing.

The newly hired consultant will provide ten hours of professional development consecutively for three days, one day a month during January, February, March. The instructional Assistant Principal supervising the E.S.L. department will monitor the implementation of the strategies and quantify learning. Furthermore, the newly hired consultant will work closely with the Assistant Principal to develop a checklist based on the Danielson Framework to monitor the implementation of the Professional Development and instruction.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

Research indicates that parental involvement is critical to the success of our children; therefore, we are offering...

There will be an initial Parent Orientation Session to be held during the second week of January to provide parents with the opportunity to learn about our Afterschool Program and how it will support their child's needs. Furthermore, we will be hosting two parent workshops presented by the Assistant Principal, E.S.L. teacher and the Parent Coordinator.

The first parent workshop will be held during the first week in February and will focus on providing parents the opportunity to become familiar with the types of exams that their children will be exposed to such as the NYSELAT, ELL Periodic Assessment and the New York States English Language Arts and Mathematics Exams. Parents will be provided with strategies that they can use at home to support their children during the examination periods.

The second parent workshop will be held on during the second week in March. This workshop will orient parents on the high school graduation requirements and what they can do to prepare and ensure that their children are 'college ready' when they graduate from high school. Additionally, educational trips, promoting college readiness and awareness will be scheduled for parents and students to visit two New York area Colleges. Parents will be accompanied by one staff member. The first trip will take place during April and May of 2012. The specific dates will be finalized with the colleges.

A letter will be mailed home to notify all parents of our targeted ELL population informing them of all upcoming events and information pertaining to our Afterschool and Instructional Day Program. The letter will be mailed out the first week in January.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem | <u>6,558</u> | <u>1. Teacher per-session for the After School Program to provide academic support in English Acquisition to targeted ELL students.</u> |
| Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. | <u>3,530</u> | <u>1. Professional Development provided by Rosa Delgado, Educational Consortium, LLC.</u> |
| Supplies and materials <ul style="list-style-type: none"> Must be supplemental. | <u>1,112</u> | <u>1. Purchase of the Hampton Brown series</u> |

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|----------------------|---|
| <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | <u>N/A</u> | |
| Travel | <u>N/A</u> | |
| Other | | |
| TOTAL | <u>11,200</u> | |