

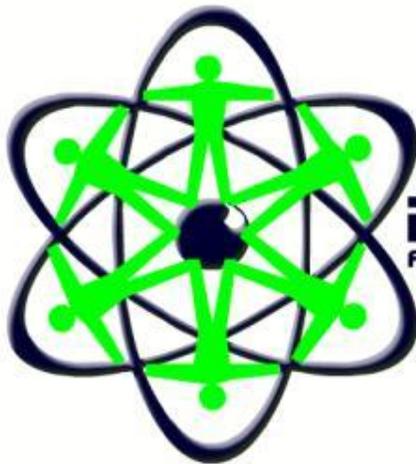


**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)



PELHAM ACADEMY
FOR ACADEMICS AND COMMUNITY ENGAGEMENT

...we are preparing for life!

SCHOOL NAME : PELHAM ACADEMY FOR ACADEMICS AND COMMUNITY ENGAGEMENT

DBN : 11X468

PRINCIPAL: ANTHONY RIVERA

EMAIL: ARIVERA11@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELIZABETH WHITE

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
Anthony Rivera	*Principal	
Claudia Mitchell	*UFT Chapter Leader	
Brunilda Rodriguez	*PA/PTA President	
Renee Oehler	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	
Yasmin Nozari	Member/ Teacher	

Ana Infante	Member/ Teacher	
Nathan Surlles Sr.	Member/ Parent	
Judy Brimm	Member/ Parent	
Zobeida Batista	Member/ Parent	
Rosina Perez	Member/ Parent	

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.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- On average, students will improve their performance in accurately responding to standards based, high-level (of rigor) questions or tasks that require them (students) to use information from one or more grade appropriate sources to support their answer (or claim in a piece of argumentative writing) by 25%, as measured by a series of interim assessments that incorporate multiple choice and open-ended/essay questions.

Comprehensive needs assessment

- For the 2010-11 school year, our school did not meet AYP (adequate yearly progress) in ELA and has been identified as an improvement/comprehensive school in its first year. Overall, not enough students demonstrated enough academic progress, specifically students with disabilities and Hispanic students failed to meet the minimum benchmarks for success (as measured by the NYS ELA exam)
- Multiple sources of formative and summative assessment data (statewide exams, interim assessments, unit tests and quizzes) indicate the need, school wide, for an instructional focus on the evaluation and use of information to support the overall comprehension of text
- Student responses to multiple choice and open ended questions reveal an overall weakness in their capacity to use information and details from the text to successfully answer questions
- Argumentative writing, across the grades, lacks the adequate textual support necessary to sustain the claims made.
- The 2011-12 citywide instructional expectations call upon middle schools to focus their instructional energies on helping students formulate arguments based on an analysis of informational text which requires deep comprehension of complex text and the capacity to draw upon the contents of that text to support the claim in an argument

Instructional strategies/activities

- a) The strategies used to support work toward this goal are multi-dimensional and include the adoption of a new ELA curriculum that is aligned to the Common core, thematic in nature and uses the whole class novel and common shared texts (including articles, poems, short stories, etc.) as the primary mechanism through which students are trained to construct meaning. Across all grades, each ELA unit of study is designed to afford students an opportunity to engage a selection of grade appropriate texts and complete a task that requires them to use textual evidence to support a position and/or claim. Incorporating the Collins Writing approach, teachers provide instruction and feedback limited to specific focus correction areas (identified after a thorough assessment of student work to identify trends in performance). Over the course of the school year, teachers introduce additional Focus Correction Areas (FCA's) and hold students accountable for the production of writing that is reflective of all FCA's that have been introduced and supported up through that point in time.
- b) New this year, a literacy coach was hired to provide instructional and curricular support. In addition to providing ongoing support, feedback and instructional resources, our coach is well versed in the process of imbedding the Common Core into units of study and aligned tasks (having worked, most recently, to produce the (common core aligned) units of study and associated tasks published and released by the NYC Department of Education. We have secured the support of a consultant from the Collins Writing Program who works with our staff to align and solidify our instructional supports for writing.
- c) Our professional learning team engaged in the selection of common text which is paramount to the success of these units and requires a considerable amount of planning and preparation on the part of all members of the department who reach consensus on the text and work to map out aligned units. Teachers work to design and/or refine tasks and assessments aligned to the targeted standard and the agreed upon objectives most vital within each unit of study.
- d) The majority of organizational and structural strategies/activities have already been initiated. Teacher participation in the development of unit assessments is evolving and the most recent initiative to take form. By January of 2012, teachers will assume the primary responsibility of creating assessments aligned to our curriculum. Teachers, across all grades, will continue to introduce agreed upon FCA's (month by month), assessing and

developing student writing on a cumulative scale.

Strategies to increase parental involvement

- Through newsletters, direct mailings and workshops, providing assistance to parents in understanding City, State and Federal standards and assessments including the Common Core and Instructional Expectations
- Providing materials and training to help parents work with their children to improve their achievement level; including but not limited to suggestions to support and reinforce student learning and the extension thereof,
- 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.
- Network 601 has hosted Network Plus Parents Partnership meetings where the expectations of the Common Core are shared with parents. Parents also visit with teachers across the network to learn how lessons are taking shape and instructional methods are selected in order to challenge our students as we incorporate the new standards.

Strategies for attracting Highly Qualified Teachers (HQT)

- Because all teachers are identified as highly qualified, our focus is on retaining and improving our current staff. To do this, we engage in a rigorous, multi-step, hiring process that aims to yield candidates aligned to the mission of the school who embody the attributes of an effective educator at Pelham Academy. We provide ample time for teachers to collaborate and provide the structures and supports required to make that collaboration meaningful and impactful to their practice.
- Our school schedule is modified to allow for professional development for an hour and twenty minutes once per week. This time allows for our staff to:
 - engage in grade level team meetings where we identify and discuss ways to support at risk students and students who require enrichment,
 - participate in and receive professional development regarding instruction, culture and climate and data analysis, and
 - in content teams, focus on specific initiatives that drive professional learning

Service and program coordination

- As our school did not meet AYP in ELA and has been designated as a school in corrective action, parents will be provided with relevant information so that they can select an SES provider to meet their child's needs. If parent choice is consistent with the lack of adequate progress in ELA, our goal will be supported by the SES provided.
- ARRA program participation is leading to increased teacher effectiveness
- IDEA supports responsible for the support and development of students with disabilities
- Title III program involvement allows for academic supports being provided afterschool and on weekends
- Title I SWP participation generate opportunities to service the needs of at-risk students
- NYSTL program participation used to establish the resources needed to support instruction

Budget and resources alignment

- Title I and Tax Levy funding is used to fund our Literacy Coach
- Title I and Tax Levy funding is used to fund our AP
- Title I SWP funding is used to fund our consultant
- Fair Student Funding is used to fund the purchase of instructional materials
- Tax Levy and ARRA funding is used to pay for teacher per session
- Title I funding is used to pay for external professional development

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, every teacher will have received, a minimum of, 8 observations (consisting of a combination of shorter and more frequent informal observations, examinations of student work and standard formal observations) and receive timely feedback aligned to a shared set of beliefs about the elements of a quality instructional experience which is supported by a research based framework (Danielson) for teaching.

Comprehensive needs assessment

- Student performance on standardized summative assessments, formative schoolwide and in class assessments and Common Core aligned performance tasks indicate unacceptable levels of student proficiency. Observations of instruction indicate the need for an improved system of observation and feedback that leads to enhanced teacher effectiveness. Nearly two thirds of our student body have not yet demonstrated proficiency in English Language Arts as measured by grade level assessments while nearly half of our student body has failed to demonstrate proficiency on grade level math standards as measured by similar measures. Evidence of highly effective teaching is inconsistent across contents and grades. Prior to the start of this school year, there were several definitions of effective teaching practices.
- Significant variation in teacher effectiveness is attributed to experience, training and individual beliefs of what shapes their profession.
- A review of observation feedback reveals some inconsistency, variation and subjectivity in the identified areas of improvement and suggested next steps. Furthermore, time lapsed in between observations makes it difficult to identify any progressive patterns of improvement.

Instructional strategies/activities

Staff develops a shared set of beliefs about how children learn best and identify the critical components of a high quality academic experience. Staff develops a functional understanding of the Danielson framework, the big ideas that shape our practice and our Essential Characteristics of Quality Instruction. Those beliefs are translated into an observation tool that is aligned to the (selected components of the) Danielson framework. Administrators, mentor teachers, our coach, parents and teachers use variations of the observation tool to provide targeted feedback and suggestions for improvement. For administrators, an online Google Doc is used to capture observations and provide feedback to which teachers are expected to respond. The first 4 observations will be more directive while the last 4 observations will be more facilitative and require an increased investment by the teacher to identify the level of effectiveness of observations and identify potential next steps, prior to post-observation conferencing. By January 30th, 3 full cycles of observation will be conducted (3 short observations of all 25 teachers) and result in feedback aligned to our “Characteristics”, the Danielson framework and specific areas of improvement.

Strategies to increase parental involvement

- Through newsletters, direct mailings and workshops, providing assistance to parents in understanding City, State and Federal standards and assessments including Citywide Instructional Expectations
- Parents are invited to a series of open house events where they observe instruction in short classroom visits and are provided a tool (modified from our observation tool) to capture their own thoughts and questions related to the instruction that was observed

Strategies for attracting Highly Qualified Teachers (HQT)

- Because all teachers are identified as highly qualified, our focus is on retaining and improving our current staff. To do this, we engage in a rigorous, multi-step, hiring process that aims to yield candidates aligned to the mission of the school who embody the attributes of an effective educator at Pelham Academy. We provide ample time for teachers to collaborate and provide the structures and supports required to make that collaboration meaningful and impactful to their practice.
- Our school schedule is modified to allow for professional development for an hour and twenty minutes once per week. This time allows for our staff to:
 - engage in grade level team meetings where we identify and discuss ways to support at risk students and students who require enrichment,
 - participate in and receive professional development regarding instruction, culture and climate and data analysis, and
 - in content teams, focus on specific initiatives that drive professional learning
- Specific to our work in this area, we have used our professional development time to:
 - develop a shared vision of the characteristics that embody a highly effective instructional experience,
 - participate in a book study using Danielson and Schmoker as the basis for our work and discussion

Service and program coordination

- As our school did not meet AYP in ELA and has been designated as a school in corrective action, parents will be provided the relevant information so that they can select an SES provider to meet their child's needs. If parent choice is consistent with the lack of adequate progress in ELA, our goal will be supported by the SES provided.
- ARRA program participation is leading to increased teacher effectiveness
- IDEA supports responsible for the support and development of students with disabilities
- Title III program involvement allows for academic supports being provided afterschool and on weekends
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- Title I funding is used to pay for external professional development

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, the partnership between Pelham Academy parents, faculty and the community will be strengthened as a direct result of a 150% increase in events that strategically encourage the active participation of all stakeholders. Pelham Academy, in collaboration with our Parents Association will co-plan and facilitate 5 partnership events.

Comprehensive needs assessment

- In 2010-11, Pelham Academy and the PTA planned only two events, the second of which was postponed, indefinitely, due to inclement weather
- In our first two years, well planned and relevant workshops have drawn great parental response which is an indicator of the potential for a solid partnership
- Our 2010-11 learning environment survey indicated an overall decrease in student, family and teacher satisfaction with the level and quality of engagement and communication at our school.
- As our school has grown to capacity, it is important that all stakeholders continue to enjoy the personalized attention and experience that should be realized in a small school setting.

Instructional strategies/activities

-Meet with the PA executive board to establish a calendar of proposed partner events for the school year. Identify a faculty parent liaison to collaborate with the executive board and parent coordinator on the planning and preparation of the events. Establish a protocol for event planning that allows for the effective articulation of:

- the rationale for each event
- a timeline leading up to each event
- duties and responsibilities required for each event
- volunteer coordination
- outreach and advertisement coordination
- an inventory of resources and a list of necessary resources
- benchmarks will be established to assess progress through the planning phases of each event
- collection of feedback

The faculty parent liaison will perform his/her responsibilities as their professional duty during the school day. Administration will communicate, bi-weekly, in order to be informed of progress toward specified benchmarks and to support the efforts of the partnership. By January 30th, a calendar of all 5 events will have been established and the first 2 events will have been facilitated.

Strategies to increase parental involvement

- With workshops facilitated by our faculty we'll provide 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 messenger system will be used to execute automated calls to the homes of students
- Our online gradebook system, Skedula, will be used to advertise events and generate email notifications to parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Because all teachers are identified as highly qualified, our focus is on retaining and improving our current staff. To do this, we engage in a rigorous, multi-step, hiring process that aims to yield candidates aligned to the mission of the school who embody the attributes of an effective educator at Pelham Academy. We provide ample time for teachers to collaborate and provide the structures and supports required to make that collaboration meaningful and impactful to their practice.
- An increase in the home-school partnership will strengthen the partnership between parents and faculty which will ultimately lead to positively impacting the culture of the building, communication, and parent involvement

Service and program coordination

- ARRA program participation is leading to increased teacher effectiveness
- IDEA supports responsible for the support and development of students with disabilities
- Title III program involvement allows for academic supports being provided afterschool and on weekends
- Title I SWP participation generate opportunities to service the needs of at-risk students
- NYSTL program participation used to establish the resources needed to support instruction

Budget and resources alignment

- Title I and Tax Levy funding is used to fund our Literacy Coach
- Title I and Tax Levy funding is used to fund our AP
- Title I SWP funding is used to fund our consultant
- Fair Student Funding is used to fund the purchase of instructional materials
- Tax Levy and ARRA funding is used to pay for teacher per session
- Title I funding is used to pay for external professional development

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	37	28			4			
7	63	49			6			
8	89	49			4			
9								
10								
11								
12								

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	TeenBiz through Achieve 3000-teacher directed computer based reading comprehension intervention program during and after school Targeted small group instruction and tutoring offered afterschool Skillful Saturdays- small group skill remediation
Mathematics	Math Clinics offered to small groups during the school day, throughout the year Knowledge Wand-student driven computer based math skills intervention program offered during and after school Targeted small group instruction and tutoring offered afterschool Skillful Saturdays- small group skill remediation
Science	One on one tutoring before or afterschool
Social Studies	One on one tutoring before, during and afterschool Small group targeted remediation for ELL's during and afterschool
At-risk Services provided by the Guidance Counselor	One on one anger management, crisis intervention and grief counseling before, during and afterschool Attendance intervention provided one on one during the school day
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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PARENT INVOLVEMENT POLICY 11X468

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.

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;**
- **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;
- 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 with 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;
- 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 promptly 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 11X468 **School Name:** Pelham Academy for Academics and Community Engagement

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

Phase: X Improvement Year 1 __Improvement Year 2 __Corrective Action Year 1 __Corrective Action Year 2
 __ Restructuring Year 1 __Restructuring Year 2 __Restructuring Advanced

Category: __Basic __Focused X Comprehensive

Intervention: X School Quality Review (SQR) __External School Curriculum Audit (ESCA)
 __Joint Intervention Team visit (JIT) __Not Required for 2011-2012

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - In 2009-2010, we experienced a misadministration of the ELA exam administered to a segment of our special needs population that resulted in the school not meeting the required rate of participation for all student groups.
 - In 2009-2010, as a new small school we only received report card data on three subgroups (as opposed to 5 in 2010-2011).
 - In 2011-12, the format and rigor of the NYS ELA exam shifted significantly and included more passages, more question, and a disproportionate number of minutes to complete the test (as compared to the format of the test in 2009-2010).
 - Our view of student performance indicates general deficiency in reading comprehension when students are asked to provide answers based on textual evidence.
 - Our view of student performance also indicates a general deficiency in student capacity to produce writing that includes textual evidence.

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.
 - In 2011-2012 the school invested in a literacy coach to target teacher effectiveness and help support curriculum development in the targeted areas.
 - Beginning in 2009-2010 and continuing in the current school year, the school has acquired a writing consultant who has helped identify and support a school-wide focus on argumentative writing (which requires the comprehension and analysis of text)
 - In 2011-2012, the 37.5 min extended day, school-wide, is dedicated to ELA intervention, in particular the targeted areas of concern.
 - After school and Saturday tutoring will be offered to targeted student subgroups
 - Students with disabilities and English Language Learners receive additional interventions built into their weekly schedules in the form of a teacher-guided, online intervention system (Achieve 3000)
 - ELA Bootcamp will be offered during Mid-Winter and Spring Recess; this program will be offered to all Pelham Academy students

Part B: For Title I SINI 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 10% set aside for Title I is used to partially fund the salary of our literacy coach
 - In addition, Title I funds are allocated to cover the cost of consultant fees

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - As part of the city wide initiative to provide mentoring for all first year teachers identified faculty are matched with all highly qualified colleagues who act as mentors for the year each mentor is scheduled to meet with his/her mentor for a minimum of 2 hours a week. The meetings are as follow: the mentee visits one of the classes that the mentor teachers; the mentor visits one of the classes that the mentee teaches; and they have a one-on-one meeting weekly
 - Peer observations are guided by a defined set of characteristics that describe a quality instructional program (these characteristics have been defined and agreed upon by the faculty) and aligned to the Danielson Framework for Teaching.

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.
 - Written notification will be sent in multiple languages

**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/ Larry Block	District 11	Borough Bronx	School Number 468
School Name Pelham Academy For Academics and Communi			

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

Principal Anthony Rivera	Assistant Principal Joanna Cartagena
Coach Literacy- Jacqueline Leiderman	Coach N/A
ESL Teacher Eric Nolan	Guidance Counselor Marco Pardo
Teacher/Subject Area Regina Joseph/ ELA	Parent Brunilda Rodriguez
Teacher/Subject Area Bonnie Lefkowitz/ Math	Parent Coordinator Alfredo Conde
Related Service Provider Catherine Rose	Other Jaela Kim
Network Leader Larry Block	Other type here

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	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	317	Total Number of ELLs	41	ELLs as share of total student population (%)	12.93%
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Part II: ELL Identification Process

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

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

1. At registration and throughout the year, the office staff notifies an ESL (English as a Second Language) teacher when a new student arrives. The parents come to the school and the ESL teacher (Mr. Nolan or Ms. Joseph) administers the Home Language Identification Survey (HLIS) as part of a more comprehensive intake process that involves an in-depth orientation to the school. If the parent/guardian states that the child's home language is not English, the ESL teacher conducts an interview with the child. When additional translation is needed, we call on a teacher who can assist with the process. On staff we have a French-speaking teacher (Marie Zezula), an Arabic-speaking teacher (Evelyn Wissa), and many Spanish-speaking teachers (Eric Nolan, Claudia Mitchell, Joanna Cartagena, Crisha Shahzad, Danielle Bertran, Ana Infante, and Brenda Castano). If neither of the two ESL teachers are available, there are three other teachers trained to administer the HLIS – Briana Lafoon, Bonnie Lefkowitz, and Evelyn Wissa. Based on the completed Home Language Survey, an ESL teacher determines whether or not the student is eligible to take the LAB-R (Language Assessment Battery - Revised). If the student is eligible, ESL teachers (Mr. Nolan & Ms. Joseph), administers the LAB-R within ten days of determining eligibility. The LAB-R is scored by the ESL teacher using the cutoffs stated in Assessment Memorandum #2. Students who speak Spanish and are eligible for ESL services per the LAB-R are also assessed through a Spanish LAB to determine Spanish-language proficiency. In the spring, Mr. Nolan and/or Ms. Joseph will run the ATS report (RLAT) that identifies the students that are eligible for NYSESLAT testing. All ELLs are administered the NYSESLAT on an annual basis to determine English proficiency and continued eligibility for ESL services. Students who become proficient based on this assessment exit the program and receive support for two additional years. For students who are still entitled to receive ESL, we review their scores from the previous spring's NYSESLAT. The results from the previous year's test dictate the number of instructional minutes of ESL services they will receive in the current school year.

2. In order to ensure that parents understand all three ELL program choices, the ESL teacher reaches out to all parents of new ELLs within ten days of the student being identified as an ELL. This is an ongoing process that can happen throughout the year, dependant on whenever a new student arrives. The ESL teacher sends home an Entitlement Letter in the student's home language and calls parents to schedule an ELL Parent Orientation, using translators when necessary. The parent(s) meet with an ESL teacher at the school; during the meeting, the parent receives an overview by viewing the Department of Education program choice video in the appropriate language. They have a question and answers session where they have their questions answered. In cases that a parent does not speak English or Spanish, the ESL teacher invites another teacher to attend the orientation to provide translation services. In our school, parents generally speak English, Spanish, French, or Arabic and we have teachers who can translate into each language (Eric Nolan and several others –Spanish, Marie Zezula- French, Evelyn Wissa–Arabic). If a parent cannot attend an orientation, the ESL teacher reaches out to reschedule another in-person orientation if possible or a phone orientation. Program choice is recorded into ATS; Records are kept of families who have previously chosen a TBE/DL program; if and when either of the two programs become available our ESL teachers, Mr. Nolan and Ms. Joseph, in conjunction with the Parent Coordinato, begin parent outreach.

3. During the Parent Orientation, after seeing the video about the ESL program options and asking any questions they have, parents are asked to complete the Program Survey and Program Selection Form, again with the help of translators if needed. Parent Surveys and Program Selection Forms are provided in the native language when available. As a follow up, if a parent is unable to attend the orientation, the ESL teacher attempts to schedule a meeting with the parent at their convenience. If for any reason the parent is unable to come to school, the ESL teacher will conduct a phone orientation with a translator if needed. If a parent selection form is not completed, the school will automatically place the student in a TBE Program, if it is available. Otherwise, the student will be placed in an ESL Program. After program selection is recorded, the ESL teacher explains to the parents the program model at Pelham Academy

(freestanding ESL program). If the parent wishes their child to be enrolled in a different program model, the ESL teacher works with him or her to find a school with that program. If the parent wants the student to remain at the school, the ESL teacher keeps a list of the parents with a first choice other than ESL and if the number of parents who want a specific program choice gets to fifteen parents in two consecutive grades with the same home language, the school will work to create that program. The original parent survey selection form is placed in the student's cumulative record. A copy is placed in the ELL Compliance Binder kept in the main office.

4. ELL placement is always consistent with parent/guardian choice. The parents meet with the ESL teacher (and translator if necessary) and discuss the possible program choices. The ESL teacher shows the Department of Education video and talks about each option with the parent. Based on this conversation, the parent chooses the option that he or she wants for the student. Giving parents information about all three program options allows parents to make an informed decision about their child's education. For all students eligible for continuation of services a continued entitlement letter is generated and distributed at the start of the school year. Photocopies of said notification are kept in students' files.

5. In the last two years, all parents have chosen the Freestanding ESL program choice for their children. We have had nine students arrive who were determined to be ELLs and all nine parents chose Freestanding ESL as their first choice.

6. The program models at our school are aligned to parent requests. However, we are aware that if more than fifteen parents in two consecutive grades with the same native language request a specific program choice that we must offer that program model.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	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 checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12 <input checked="" type="radio"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	9
SIFE	1	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	13

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	20	1		8		4	13		5	41
Total	20	1	0	8	0	4	13	0	5	41

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	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	10	14					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1	1						2
Haitian							2	1	3					6
French														0
Korean								1						1

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
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	10	13	18	0	0	0	0	41

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.
a. At our school, we use a combination of push-in and pull-out models to educate the range of ELL's whom we service. Our 6th, 7th and grade class schedules are aligned so as to allow for beginner and intermediate ELLs to be enrolled in a pull-out ESL/ELA class that meets ten times a week. This class meets in lieu of the ELA class and includes beginner/intermediate ELLs from all three grades. All general education beginner and intermediate ELL's receive ESL instruction at the same time, facilitated by the same ESL teacher, every day. Our beginners receive an additional 2 periods of focussed pull out instructional support.

Beginner and intermediate ELL's who receive special education services (in a self-contained setting) receive ESL services through a push-in model where one of two certified ESL instructors provides support for 9 periods (during a variety of content periods). Our 6th and 8th grade advanced ELL's receive ESL push in supports during ELA instruction. Our 7th grade advanced ELL's receive ELA instruction alongside non-ELL's by a dual certified ESL/Common Branches instructor (Ms. Regina Joseph).

b. While our school uses a variety of grouping for our ESL students, each of our ELL's is programmed in a variety of heterogeneously grouped classes where they work alongside students performing on a wide variety of performance levels and have a variety of unique strengths and needs as learners. Our beginning/intermediate ELLs are programmed in one specific class (the "D" class) per grade, so that they can be pulled at the same time for a bridged beginner/intermediate pull-out class. Our advanced ELLs are programmed for our "A"

A. Programming and Scheduling Information

classes, so that their instructional minutes can be achieved by providing targeted push in on each of the three grade levels.

2. The ESL teachers, Eric Nolan and Regina Joseph, provide all mandated service minutes. The breakdown of instructional time is as follows:

-6th, 7th, 8th grade Beginner and intermediate (General Education) - Bridged pullout class 10 periods per week (Mr. Nolan)

-6th grade self contained Beginner, Intermediate & Advanced - ELA instruction provided by a licensed and certified ELA instructor with push-in ESL support 9 periods a week by Mr. Nolan

-7th grade self contained Beginner, Intermediate- participate in the beginner, intermediate pullout class (Mr. Nolan)

-8th grade self contained Beginner, Intermediate- ELA instruction provided by a special education and generalist instructor with push-in ESL support 9 periods per week (ELA, Science and Social Studies) by licensed and certified instructors, Ms. Joseph & Mr. Nolan

6th Grade Advanced ELL's- ELA provided by a licensed and certified ELA instructor with push-in ESL support 5 periods per week in all contents, by a licensed and certified instructor, Ms. Joseph

7th Grade Advanced ELL's- Heterogeneously grouped ELA instruction delivered by certified ESL instructor (Ms. Joseph) 9 periods per week

8th Grade Advanced ELL's- ELA instruction provided by a licensed and certified ELA instructor with push-in ESL support 5 periods a week by a licensed and certified ESL instructor, Ms. Joseph.

3. ELA, Math, Social Studies, and Science classes are all delivered in English. In ELA, the students use a variety of texts, picture books, books-on-tape, and word study to expand their academic vocabulary and scaffold academic content. The teachers also uses graphic organizers for reading comprehension and writing to help students organize and develop their reading and writing skills. In Science, the students do hands-on experiments and the teachers use pictures and cooperative grouping to help scaffold science content for ELLs. In Social

Studies, the teachers often use PowerPoint presentations to deliver lessons; images, guided notes, and cooperative grouping help ELLs. In Math, the teachers employ images and manipulatives to help explain math concepts. They also have students work with in partners to give ELLs extra support. All classrooms include word walls to help students master academic vocabulary. The overall objective is to modify instruction with temporary scaffolds that make the content explicit to all learners; those temporary supports are scaled back as students develop the capacity to engage in rigorous grade level expectations independently.

4. To date, parent choice does not necessitate the establishment of any other program aside from a free standing ESL program. Hence, the only form of native language evaluations come in the form of the spanish LAB-R.

5.

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

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

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

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

6. For SWD's who are also identified as ELL's, the most important factor that guides instruction is that our ESL teachers are versed with the individual needs of each student as articulated on their IEP's. Instructional modifications and service recommendations are combined with a variety of student performance data (including, but not limited to NYSESLAT performance) to identify and align instructional targets. All students, regardless of classification (or lack thereof) receive the mandated number of ESL instructional minutes.

7. At our school, the curriculum for beginner and intermediate ELL's demonstrates the most broad flexibility as the students are offered ESL in lieu of ELA. Students in this class participate in a thematic based ELA unit of study aligned to one of the three grade levels (our overarching plan is to cycle through the 6, 7 & 8th grade curriculum over the course of 3 years in an effort to avoid student exposure to the same curriculum). The ESL instructor is then responsible for providing the appropriate instruction, selecting appropriate materials and identifying the necessary scaffolds to allow for meaningful participation and learning.

A. Programming and Scheduling Information

For all ELL's in the school who are exposed to consistent monolingual instruction throughout the course of every school day, instructional supports are often times fluid and strategically selected to match specific needs of the learners in their class. An observation of a representative sample of classrooms should reveal a variety of instructional groupings, strategies, scaffolds and supports that allow students to work in homogeneous groups (alongside their ELL peers), heterogeneous groups (alongside non-ELL's and/or SWD), independently and/or with the support of an ESL instructor. Teachers are expected to form flexible groups that meet the academic needs of the students and these groups will change depending on the make-up of the group and the instructional task.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	in while minimizing the impact on content instructions. In addition, ESL teachers have the flexibility in their schedules to work with a variety of student groups throughout the course of the school year. Early in the school year, you will see ESL teachers providing additional pullout supports to newcomer ELL's expedite the establishment of BICS, while they may work much closer with advanced and/or longterm or SIFE ELL's at later points in the school year.		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

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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-A computer lab

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

C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

1. The ESL department will work alongside and receive professional development from our Literacy Coach and writing consultant (Collins Writing Program) and occasionally Department of Education workshops to develop their ESL-teaching skills. The ESL teachers meet with the content-area departments throughout the year to model ESL strategies and teach teachers about how to use the NYSESLAT and Fountas and Pinnell reading assessment results to support ELLs in their classrooms. They also meet individually with teachers to develop ESL-scaffolding strategies that they can use in their content-area classes with ELLs. The math department has found it very useful to participate in professional, development opportunities geared toward the effective math instruction of English Language Learners. Collins Writing program works with all content areas, including ESL teachers, Special Ed teachers, and paraprofessionals to improved student writing. Collins Workshops are carried out throughout the year: training- August 31 and September 1st; follow-up PD October 26 & 27; upcoming dates- December, March/April, and May. In addition, ESL teachers meet with the ELA department to implement the contents of the ELA curriculum into their ESL classrooms.

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

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

Native Language Usage and Supports

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



E. Parental Involvement

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

1. Parents of ELLs are invited to school many times throughout the year for academic and social events. In October, we have an Open House where parents come to school to observe classes and meet with their student's teachers to talk about what students will learn during the year and teacher expectations. In November, we hold a Fall Festival potluck. In January, parents are invited to a student lip sync contest. In May, we hold a student talent show and in June, we celebrate the end of the school year with a Family Fun Day festival. Parents also come in twice a year for Parent/Teacher conferences. In addition, Parents are invited to join the Parent-Teacher Association and to serve as chaperones during field trips. Parents of beginning/intermediate ELLs are also invited to a twice-annual potluck class dinner to celebrate students' academic growth. Our Parent Coordinator assists in organizing and facilitating all parental engagement opportunities throughout the school year.

2. The school works to identify resources in the community to help parents of our ELLs, such as nearby free English as a Second Language classes for adults. The Guidance Counselor and Parent Coordinator have worked hard to garner the support of programs such as the Fresh Aire Fund, in addition to other summer alternatives for students. Both the guidance counselor and the parent coordinator speak Spanish and are able to serve as translators to the Spanish speakers in our community. Mrs. Wissa assists with Arabic speakers; Ms. Zezula assists with French speakers; and if for assistance with other languages we request assistance from our partner schools sharing the building or Department of Education services depending on the urgency of the need.

3. We identify our student needs by reaching out to parents of ELLs at Parent Orientations and during other school events. We connect with parents/families to find out how they are doing, adjusting, and if we can help them with anything. For example, during Parent Orientation, parents need to complete the Home Language Identification Survey informing the school community of their language needs. Furthermore, parents are invited to school events, such as Open House, Fall Festival, Lip Sync Contest, where they get to interact with the school community. In addition, at our Open House we provided the parents an open-ended form where they could voice their concerns. In addition, we pay close attention to the results of our parent surveys to better serve our students.

4. Many of our parents have requested referrals for free English as a Second Language programs in the community, information about how to support their students academically, and ways to monitor their students' academic progress. As a result, we have identified several free ESL programs in the area that serve adults and pass out that information at the ELL Parent Orientation and Parent/Teacher nights. We have also incorporated a section on ways to support students' learning into our Open House and are incorporating Skedula into all classrooms so that students and parents can regularly monitor academic progress. For students without access to internet, teachers print out regular progress reports so that the parents can still monitor their academic progress. For students without access to internet, teachers print out regular progress reports so that the parents can still monitor their academic progress. In house, we have access to translation services in three of our more prominent languages (Spanish, Arabic and French). For other languages, when a need arises, we use the DOE translation and interpretation unit to assist in communication.

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.
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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.

Math State Exam for present grade six students are: level 1- 1 student; level 2- 4 students; level 3- 1 student. Since students were not tested at our school it is uncertain in which language they took the exam.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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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?

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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
													L

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	2	3						6
Intermediate(I)						2	2	8						12
Advanced (A)						5	6	6						17
Total	0	0	0	0	0	8	10	17	0	0	0	0	0	35

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	3	3			6
6	6	1			7
7	9	4	1		14
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7	1	1	5		1	1	1		10
8	3	2	5	4	2		1		17
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
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.

Math State Exam for present grade six students are: level 1- 1 student; level 2- 4 students; level 3- 1 student. Since students were not tested at our school it is uncertain in which language they took the exam.

Part VI: LAP Assurances

School Name: <u>Pelham Academy for Academics a</u>		School DBN: <u>11X468</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Rivera	Principal		10/18/11
Joanna Cartagena	Assistant Principal		10/18/11
Alfredo Conde	Parent Coordinator		10/18/11
Eric Nolan	ESL Teacher		10/18/11
Brunilda Rodriguez	Parent		10/18/11
Regina Joseph	Teacher/Subject Area		10/18/11
Bonnie Lefkowitz	Teacher/Subject Area		10/18/11
Jacqueline Leiderman	Coach		10/18/11
	Coach		1/1/01
Marco Pardo	Guidance Counselor		10/18/11
Larry Block	Network Leader		10/18/11
Catherine Rose	Other <u>Related Service Prov</u>		10/18/11
Jaela Kim	Other <u>Network Support</u>		10/18/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x468 **School Name:** Pelham Academy M468

Cluster: 06 **Network:** 601

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

Part A: Needs Assessment Findings

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

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

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

As was the case last year, of our 330 families, the predominant language spoken and read at home is English. Several families have also expressed that they prefer the school communicates with them in their native languages (Spanish and Arabic). Our school uses the "blue card" to identify contact information for students and preferred language of communication. This information is updated and housed in the teachers work center where most contact home is coordinated. If and when parents make contact with the school or our staff make contact with families, we currently employ staff who are fluent in both Spanish and Arabic and provide translation assistance to our teachers and office staff. We also provide our parents with our family handbook in English, Spanish, and Arabic.

Part B: Strategies and Activities

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

Parent letters sent to the school from the regional and city levels comes in multiple languages. Any additional information that needs translation in house is translated by bilingual school staff and, when and where needed, the DOE's interpretation services are used to communicate with families who prefer a language other than English. A document is never sent out unless all necessary translations can be sent out simultaneously.

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

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

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

We currently post all school signs in English, Spanish and Arabic in various locations throughout the school. All parents are provided with the Bill of Rights in English, Spanish and Arabic, and if there is a need for any other translated versions these versions are requested from the Translation Unit. Consistent with the Chancellor's Regulation A-663, when translation of oral or written communication cannot be secured in a timely fashion, the school has and will continue to provide a cover letter (in the preferred language) attached to the English document that provides direction on how to obtain a translation.

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: Pelham Academy	DBN: 11X468
Cluster Leader: Jose Ruiz	Network Leader: Lawrence Block
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 120
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 5
of certified ESL/Bilingual teachers: 2
of content area teachers: 3

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:

In addition to the existing services, Pelham Academy will provide an after school program for ELLs that is supported by Title III funds. An thorough assessment of student developmental areas reveal the need need for direct instructional support, exposure to technology, and English language development in addition to the regular school day. Students will have the opportunity to participate in activities that incorporate and help develop the four modalities: reading, writing, speaking, and listening in studying a variety of content areas such as ELA, Math, Social Studies, and Science in English.

Newcommer ELL's have a very unique experience during their first year of instruction in a second language. Their capacity to engage the major contents is significantly limited by their limited English Proficiency. ELL's scheduled to take the ELA exam for the first time this year are in need of additional instructional supports to build comprehension and fluency and also demonstrate the capacity to understand and utilize academic vocabulary. SIFE are at a greater risk of becoming or continuing as long-term ELLs. Our Title III program will target newcomers and those who are scheduled to take the ELA exam for the very first time. Each group will consist of 15-20 students of all proficiency levels in grades 6-8. Classes will take place Mondays and Thursday's after school from 3:00pm-4:30pm and Saturday's from December 19, 2011- June 19, 2012. The Supervisor is Mrs. Joanna Cartagena (Assistant Principal) and the number of teachers participating will be 5 (2 ESL certified, 3 content area teachers with Bilingual extensions).

Students will have access to computers through the use of the ELL program Achieve 3000 as well as small group opportunities to engage in activities related to all content areas. This after school program will support academic subjects and linguistic development that validates and respects the students' right to actively participate in their own and each other's academic subjects.

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

Part C: Professional Development

Begin description here:

All 5 teachers participating in the afterschool program have been provided with professional development for the use of Achieve 3000 to support their English Language Learners. ELL After School Program teachers will also receive training in the use of academic content-based materials to support the implementation of the after school programs. The teachers will participate in one after school session, before the program begins, provided by the program supervisor. As well as an all day session during the school day throughout the year provided by an Achieve 3000 representative.

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

Begin description here: DESCRIPTION OF PARENT AND COMMUNITY PARTICIPATION

Parents will be invited, by telephone and in writing, to observe classes during the after-noon sessions in order to develop the home language, at least two times beginning in December and ending in June. There will also be a Spanish/English parent work-shop provided by Title III teachers and supervisor to explain the after-noon sessions as well a variety of ways to get parents involved in children’s education. The workshop is scheduled for February during one of the after school program sessions from 3:10-4:10pm. The projected number of parents is 30-60. Other programs will be offered for parents in order to support English Language Acquisition; however these other programs will be supported with other funds, not Title III.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		[?]
Educational Software (Object Code 199)	[?]	
Travel		
Other		
TOTAL		