



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: EL PUENTE ACADEMY FOR PEACE AND JUSTICE**

**14K685**

PRINCIPAL: **WANDA VAZQUEZ**

EMAIL: **WVAZQUE3@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **AIMEE HOROWITZ**

## 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
Wanda Vazquez	*Principal or Designee	
Joseph Matunis	*UFT Chapter Leader or Designee	
Samantha Gardner	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Enuel Matthew Caraballo Wendy Santos	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Frances Lucerna	CBO Representative, if applicable	
Chastity Milton	Member/Parent	
Umami Modeste	Member/Parent	
Ana M. Perez	Member/Parent	
Tina Lee	Member/Staff	
Priscilla Rivera	Member/Staff	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 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 #1**

- 75% of Students will engage in two Common Core aligned units of study in Math, ELA, Social Studies and Science.

### **Comprehensive needs assessment**

- El Puente Academy for Peace and Justice analyzed course passing rates, progress reports, report cards, and DYO Assessment Data to determine this goal. As part of the instructional expectations set forth by New York City Department of Education; we have identified the need to engage all students in Common Core aligned units of study in core academic areas to effectively support our students in preparation for ELA exams, Graduation Level Portfolios, and college readiness.

### **Instructional strategies/activities**

- Math Teachers will develop Common Core aligned units of study that incorporate opportunities for students to solve complex mathematical problems that require fluency, application, and conceptual understanding.
- The Humanities, (English and History), and Science Departments will meet monthly to assess student work and develop units of study that are aligned to the Common Core State Standards,
- Content Teachers will meet with Special Education and ELL teachers in grade teams once a month to examine student work and implement best practices and strategies to effectively provide multiple entry points for students in these subgroups.
- Lead Department teachers will meet Network Liaison to develop units of study that are aligned to the Common Core State Standards.
- We will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2013, all students will have engaged in common core aligned units of study in Math, Science, English, and Social Studies.
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### **Strategies to increase parental involvement**

- ✓ El Puente Academy for Peace and Justice will hold bi-monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.
- We will send monthly school wide updates to parents via email.

**Budget and resources alignment**

✓ Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA     Title III    \_\_\_\_\_ Grants     Other

If other is selected describe here: Contracts for Excellence Funding

**Service and program coordination**

- ✓ We will continue to work in partnership with El Puente, the community based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2012-2013 academic year we will continue to offer open enrollment for our students in the El Puente Leadership Program to provide after school tutorials PM classes, clubs, and activities.
- ✓ El Puente will take students on College visits and tours.

## **ANNUAL GOAL #2 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 #2**

- By August 2013, we will increase the College and Career Readiness Index to 8% from 2%.

### **Comprehensive needs assessment**

- This goal is based on data from the New York City Department of Education's Progress Report for the 2011-2012 school year, Where are they now? Reports, National Clearinghouse College Enrollment Data, and our in house college acceptance and Alumni Data reports.

### **Instructional strategies/activities**

- Assign all present seniors a mentor. Mentors will meet with mentees 1:1 for one hour a week. They will provide academic and social support throughout the college and financial aid application process. .
- Our College Advisor will work with Sankofa Academy (9<sup>th</sup> & 10<sup>th</sup>) grade teachers, Advisors, and our Parent Coordinator to design an Early College Awareness Series for students and families.
- *College adviser will host personalized parent college prep meetings for families of students in the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade.*
- *9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students will take the PSAT.*
- *ELA and Math teachers will use data from PSAT exam results as a lever to drive instructional practices that will more effectively prepare students for college level work.*
- 11<sup>th</sup> and 12<sup>th</sup> grade students will be programmed in a college preparation course.
- *11<sup>th</sup> and 12<sup>th</sup> grade students will have the opportunity to register for Honors English classes.*
- *10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade student will have the opportunity to register for Science, History, and Art college credit bearing courses in partnership with Touro College.*
- *We will host a three part Alumni Life after High School series for all students.*
- *Expand our 12<sup>th</sup> grade internship program to include opportunities for 11<sup>th</sup> grade students to engage in shorter internships with community partners.*

**Strategies to increase parental involvement**

- ✓ El Puente Academy for Peace and Justice will hold bi- monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.
- We will send monthly school wide updates to parents via email.

**Budget and resources alignment**

✓ Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- We will continue to work in partnership with El Puente, the community based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2012-2013 academic year we will continue to offer open enrollment for our students in the El Puente Leadership Program to provide after school tutorials PM classes, clubs, and activities.
- El Puente will take students on College visits and tours.

### **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**

- We will increase the number of students in the lowest third who have earned 10+ credits in the 2<sup>nd</sup> year to 55% from 50% by August 2013.

#### **Comprehensive needs assessment**

- *This goal is based on data from HSST Credit accumulation Reports, transcripts, ARIS, course passing rates, NYC Progress Report, report cards, and DYO Periodic assessments.*

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

- We intend to do this by continuing with our “Pyramid of Support” that identifies students who are struggling academically and creates a system of support that enables students to achieve proficiency in their classes. The Pyramid of Support is a system that encourages student responsibility, while at the same time proposes that we act decisively when students don’t meet the school community expectations. Students who are struggling will be identified by teachers, parents, mentors, and or other students to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students’ academic and social/emotional development. The HIP/Guidance team will utilize best practices and strategies to mobilize resources necessary to support all students. Some of these will include mandatory tutoring, student contracts, advisory/mentoring sessions, community separations, guided reflections, and meetings with the principal.
- ✓ Continue to track students in doubt of promotion in the 10<sup>th</sup> grade and offer the academic support they need to meet promotional standards. That support includes: reduced class size, longer class periods, team teaching, writers workshops, math labs, advisories, before and after school tutorials, enrollment in our after school Leadership Center for one on one and small group homework help and tutorials.
- ✓ Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9<sup>th</sup> graders that will include goal setting and one to one counseling, monitoring of attendance, tutorials enrollment in PM and summer school, Saturday Academy and participation in our after-school program.

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

- ✓ El Puente Academy for Peace and Justice will hold bi- monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- ✓ We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.
- We will send monthly school wide updates to parents via email.

**Budget and resources alignment**

✓ Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- ✓ We will continue to work in partnership with El Puente, the community based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2012-2013 academic year, we will continue to offer open enrollment for our students in the El Puente Leadership Program to provide after school tutorials PM classes, clubs, and activities.
- ✓ All students will be programmed into grade/needs based Advisories, writer's workshops, and math labs.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

Improve teacher effectiveness across the school by developing a common understanding of instructional excellence. The Assistant Principal and Principal will conduct six to eight informal/formal observations for each teacher that will focus on Planning and Preparation and developing Instructional Coherence from the Danielson Framework to provide frequent and meaningful feedback.

#### **Comprehensive needs assessment**

El Puente Academy for Peace and Justice analyzed course passing rates, progress reports, report cards, Learning Environment surveys teacher observation reports, , and DY0 Assessment Data to determine this goal

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

*The Principal and Assistant Principal will conduct joint observations to norm/calibrate their understanding of instructional excellence.*

*Provide ongoing professional development on effective use of questioning and discussion techniques and on using assessment in instruction.*

*Teachers will use the understanding by design model to develop coherent curriculum that uses multiple forms of assessments and is aligned to the Common Core State Standards.*

The Danielson Rubric will be used for enhanced professional development of all teachers.

*Teachers will reflect and self-assess on selected components from the Danielson Rubric.*

*Teachers and supervisors will co-develop goals for improvement and an action plan.*

*Supervisors will use goals and action plan to provide targeted and meaningful feedback to teachers.*

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

- ✓ El Puente Academy for Peace and Justice will hold monthly meetings with our parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- ✓ We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.
- We will send monthly school wide updates to parents via email.

**Budget and resources alignment**

✓ Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

✓ Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

✓ We will work in partnership with our Network Instructional Liaison to develop a series professional learning opportunities aimed at improving teacher effectiveness. Our Academy leadership Circle will participate in targeted trainings on developing teacher effectiveness that will prepare them to provide support with departmental curriculum/assessment planning and development.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Student identified as low performers in ELA must attend tutoring sessions that to support in developing reading and writing strategies. Students will learn about strategies to draw meaning from text. They will use syntactic, graph phonic and semantic strategies to decode meaning. In addition, we have a Saturday Academy that provides Regents prep for ELA exam and to support the completion of the graduation level Literary Analysis English Portfolio.	Service is provided in small groups, one to one, and during tutoring.	Service is provided before, after, and during the school day.
Mathematics	Students identified as low performers in mathematics are mandated to attend tutoring sessions and math labs to support acquisition and development of fundamental math skills. These sessions will help	Service is provided in small groups, one to one, and during tutoring.	Service is provided before, after, and during the school day.

	students identify the best strategies for solving complex, multistep mathematical problems.		
Science	We provide before and after school tutoring for students in the 9 <sup>th</sup> -11 <sup>th</sup> grade to support their ability to comprehend scientific methods and procedures. We also offer Saturday Academy classes for students in the 12 <sup>th</sup> grade to support completion of the graduation level Science research project.	Service is provided in small groups, one to one, and during tutoring	Service is provided before, after, and during the school day.
Social Studies	Students who are struggling in their History classes are mandated to attend tutoring sessions and Research workshops to support and develop their ability to conduct research, read and write for information, and comprehension of History Context. We also offer Saturday academy classes for student in the 12 <sup>th</sup> grade to support the completion of the graduation level Economics Research Paper. .	Service is provided in small groups, one to one, and during tutoring	Service is provided before, after, and during the school day.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The guidance counselor and social worker meet with students on a one-to-one basis and/or in groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind spirit, and community.</p>	<p>Service is provided in small groups during advisories, during one to one or group HIP/guidance sessions, through one to one mentoring.</p>	<p>Service is provided during the school day.</p>
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We will use the DOE job fairs, new teacher finder, and open market to recruit and hire highly qualified teachers. In addition to the DOE structures for recruitment and hiring, we will continue to work in partnership with Long Island University, Pratt University, and Brooklyn College to recruit teachers from their teacher preparation programs. We will provide professional development sessions for staff to enhance teacher effectiveness using the Danielson Framework. We will provide ongoing professional development sessions for staff on the use of technology in the classroom, project based learning, culturally relevant education and self directive improvement system.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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 1<sup>st</sup> 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, Curriculum night, and parent workshops 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.

#### School Responsibilities

El Puente Academy for Peace and Justice High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Every facilitator/teacher is required to develop mastery targets for each course they teach. Mastery targets are clearly articulated curricular goals with regular periods of assessments. These mastery targets were shared with parents at Curriculum Night and Parent/Teacher Conferences and with the students at the beginning of each term. These mastery targets were developed following the State's student academic achievements standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: during Parent/Teacher Conference on October 24, 2012, October 25, 2012 and on February 12, 2013.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Academy facilitators meet at different intervals to review data and take corrective action in the classroom. These cycles of assessments occur every three, six and nine weeks. Every three weeks, facilitators come together to assess student's progress and issue interim report cards. Teachers analyze the data and determine what areas they have to re-teach and what other additional support is needed to move students towards mastery. The cycle is repeated three weeks later at the end of the marking period. Parents will receive progress report and report cards every three, six, and nine weeks during the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Staff will be available for consultation with parents every day. Staff will set up appointments to see parents in a daily basis. In case of an emergency no appointment will be needed. Also, the school secretary will take messages from parents and given to the staff the same day. All messages will be registered in a notebook. The Parent Coordinator will be available to receive parents every day without appointments and take phone calls all the time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [All parents are welcome to the school any time. When parents need to speak or see any school staff, they contact the Parent Coordinator to set up an appointment or when in an emergency come directly to the school. Parents can participate as volunteers, observers in portfolio presentations, and in school activities such as: The Integrated Arts Project, Day of the Dead, Three Kings Celebration, The Hip Hop Showcase, The Cultural Bazaar and projects and activities at our Beacon Program, located at JHS 50. They can also participate in CHE and our Bushwick site,

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The Parent Action Center Committee meets once a month.
7. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way. We conduct general parent meetings and school orientation.
8. Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. We conduct general parent meetings, send letters home, make phone calls and home visits to explain Title I requirements.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. We send information to parents by mail in English and Spanish with students and by mail.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. We provide curriculum night, SES workshops in English and in Spanish.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. We conduct general and individual parent meetings to respond to their requests.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. We provide parents with report cards and progress reports at the end of every marking period.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. Letters about teacher qualifications are sent to parents.

### **Parent/Guardian Responsibilities**

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- calling my child's teacher after receiving every progress report and report card;

- participating in the school activities;
- being an active member of the Parent Association;
- participating in workshops;
- volunteering time;
- make contact with the Parent Coordinator;
- attending Parent/Teacher conferences;
- reinforcing the school dress code;
- attending Curriculum Night and General Parent Meetings;
- making sure my child is on time and prepared everyday for school;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

**I. 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Corinne Relo</b> <b>Anselmi Nancy Scala</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>685</b>
School Name <b>El Puente Academy</b>			

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

Principal <b>Wanda Vazquez</b>	Assistant Principal <b>Waleska Velez</b>
Coach <b>Joe Matunis</b>	Coach <b>type here</b>
ESL Teacher <b>Carlos Rosello</b>	Guidance Counselor <b>Ana Lazala</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Umimi Modeste</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Andy Capellan</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Nancy Scala</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>223</b>	Total Number of ELLs	<b>38</b>	ELLs as share of total student population (%)	<b>17.04%</b>
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## Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

Once a student is identified as ELL from the Home Language Survey, we have an initial parent orientation where the parent is interviewed by the ESL teacher and the assistant principal. The Parent coordinator and the ESL teacher organize a meeting where the parent is shown a video of the different ELL programs that are offered in NYC by the Department of Education. The parent then decides what program is best for their child. All parents/guardians of newly enrolled students are required to complete a Home Language Identification Survey. This survey lets staff know what language is used at home. If the HLIS indicates the child uses a language other than English, he/she is administered an English Proficiency Test called the Lab -R/ Performance on this test determines the child's entitlement to English language development support. Entitlement letters are distributed to parents via mail as well as in person. Once parents are invited back for the ELL parent/guardian workshop, we show a video which describes the three program choices offered by the DOE. In addition, we provide parents with a written packet that describes all three programs in their native language. At the end of the workshop, parents then fill out the parent survey and the program selection forms with the assistance of the ESL teacher, guidance counselor, and parent coordinator. This process is completed within ten days of the student's initial enrollment. Subsequently, an informal oral interview is conducted in the parent's native language. If there is not a program that serves the needs of the student, the parent is informed of an alternate placement for the child. A workshop is given to parents of incoming freshmen which describes in detail the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). In addition, a curriculum night is presented for parents by the Principal, the Parent Coordinator, the ESL Coordinator, and the Content Area teachers to inform the parents of the curriculum and programs offered by the school. The school then notifies the parent of the child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parents/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. The pedagogue responsible for administering the HLIS and LAB R is Carlos Rosello, who is a certified teacher whose native language is Spanish and holds TESOL certification.

After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. Our freestanding ESL program best fits the needs of our parents and students because 90% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at EL Puente best fits the needs and requests of the parents as well as the students. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students.

The NYSESLAT is administered to all ELL'S to determine students' proficiency in the English Language. Each student is administered each modality of the NYSESLAT according to the regulations. Once we receive the results from the exam, the ESL teacher analyzes each student's progress by comparing the previous year's scores to the current score for each student. By carefully analyzing each

modality (listening, speaking, reading, and writing) in relation to the student's previous year's score, the ESL teacher is able to decipher how much progress has been made. In addition, the ESL teacher looks at the progress made by ELL'S as a whole by analyzing the percentages of students who are at the Beginner level, Intermediate level, and Advanced levels of English language proficiency according to the NYSESLAT. Based on these results, curriculum is planned according to student's proficiency levels to ensure optimum student growth in acquiring the English language. Teachers are also informed of the ESL students' proficiency levels and they make modifications to their curricula according to those results. Administration of Spanish Lab for Spanish speaking ELLS is administered within the first 10 days of enrollment by the ESL teacher and Assistant Principal. ATS reports are generated to evaluate ELLS using their NYSESLAT scores. In addition, ATS reports are generated to determine ELL students eligibility. These reports are then analyzed by the Assistant Principal and the ELL teacher and then given to the content area teachers.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	12
SIFE	10	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	21

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE									0	
Dual Language									0	
ESL	8	3	2	9	6	2	21	1	8	38
Total	8	3	2	9	6	2	21	1	8	38

Number of ELLs in a TBE program who are in alternate placement: 2

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	4	9	6	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	17	5	10	6	38

# 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?

ESL instruction is delivered throughout all core academic classes by infusing ESL strategies throughout the curriculum. All teachers receive professional development instruction on how to teach curriculum using ESL strategies. In addition, students receive mandated ESL instruction depending on their proficiency levels throughout the school day. ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL students to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio. Teachers use non verbal and context clues to provide meaning for instruction such as picture maps, demonstrations and graphic organizers. Content area teachers also break tasks into smaller "chunks" with frequent comprehension checks and they pre teach background knowledge, vocabulary, and concepts students need for each unit. The ESL teacher also uses the push in model in content classes where he provides extra support for ESL students.

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help the ELL students. He attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish and Arabic. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language. Focusing on the facilitation of vocabulary and vocabulary building help ensure students build their proficiency levels.

## A. Programming and Scheduling Information

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents exam, it is observed that 100% scored above a 65 on the exam. Our Freestanding ESL program is successful as evidenced by the 100% ELA passing rate for ESL students. MoSince we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 75 % of ELL students received a competent or better in Math. In addition, 68 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 19 students out of 26 are at or above grade level in mathematics.

The ELL interim assessment results are used by the school leadership to provide high quality professional development for teachers. We analyze the strengths and needs of the students, then we work towards empowering teachers by providing them with efficient tools to promote student achievement. The Interim assessments are used to monitor progress towards achieving state performance standards. The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (ELA Regents exam, Portfolio assessments, and teacher produced tests/observations). All of the assessment measures that are used are aligned to the NYS performance standards.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom.

All current ELL's will take the NYSESLAT to measure student progress in developing language proficiency and to determine continued eligibility for participation in the school's bilingual/ESL program. In addition, the Language Battery Assessment (LAB-R) will be used on an ongoing basis for new students whose home language is other than English, to identify potential ELL's. Furthermore, students are given formal and informal assessments regularly to monitor their growth in English and their native language.

Instruction is delivered through the organizational model of cooperative/collaborative grouping which encourages shared leadership and social skills development. The classes at El Puente travel together in teams according to grade level in mixed proficiency levels (heterogeneous grouping). ELL students in the beginning stages of language development according to the NYSESLAT receive 540 minutes per week of ESL instruction as required under CR Part 154. All Intermediate ELL students as identified by the NYSESLAT receive 360 minutes per week of ESL instruction. All advanced ELL students as identified by the NYSESLAT receive 180 minutes per week of ESL instruction. All beginner and intermediate students identified as by the NYSESLAT receive 90 minutes daily of Native Language Arts instruction. All ELL students identified as Advanced by the NYSESLAT receive 60 minutes of daily Native Language Arts instruction. All ELL students receive 300 minutes per week of ELA instruction. All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who are at least two years behind their peers in reading in their native language and in other academic areas. Students who are identified as SIFE receive additional ESL instruction through tutoring, after school, Saturday Academy, and ESL push ins. The ESL teacher provides one on one instruction in the content areas in the students' native language so that the material is comprehensible and yet it also promotes their second language development. In addition to extra support in the content areas, students also receive additional ESL instruction which focuses on phonemic awareness, vocabulary building, and grammar instruction. Students who are in US schools less than three years also receive extensive English Regents prep to ensure they are prepared for the exam.

Long term ELL's also receive additional assistance. Support in instruction is provided via pull outs, push ins, and small group instruction. Continuous collaboration is ongoing between the content area teachers and the support personnel. Students receive intensive support in all content areas with a special focus on ELA to help prepare students for the Regents exam. Moreover, students identified with having special needs receive services identified in their IEP's as well as additional ESL push in support. Teachers with newcomers, SIFE, long term or ELL's with special needs use a variety of strategies with students such as:

- \* providing good models of oral and written English
- \* developing higher ordered thinking and critical thinking skills
- \* cooperative/collaborative grouping
- \* emphasis on visual aids

## A. Programming and Scheduling Information

- \* the use of Spanish/English dictionaries, learning centers and the use of the library
- \* teachers monitor patterns in proficiency levels and the four modalities

ELL students receiving services for four to six years need additional ESL instruction to help with language acquisition. Although our ELL students from four to six years test at the Intermediate or Advanced levels on the NYSESLAT exam, they still struggle with testing out of the program. As a result, our ESL instruction for this subgroup focuses on writing skills. Based on NYSESLAT results, this subgroup struggles the most with the writing modality. Therefore, they receive more intense writing workshops which focus on grammar skills, writing organizational skills, and the writing process. These workshops are also tailored to teach ELA Regents writing skills. In addition, an AM tutoring session is offered to this ESL subgroup students to help them acquire skills for the ELA Regents exam such as listening skills, writing about an informational passage, writing about two literary works, and writing a literary response based on a critical lens.

Students who are in US schools less than three years (newcomers) receive a more intensive ESL instruction. They are provided with additional hours of ESL tutoring as well as additional pull outs for ESL instruction. In addition, the content area teachers meet with the ESL instructor to modify their assignments. Newcomer ESL students also receive more Regents Prep tutoring during AM tutoring time, PM tutoring time, and Saturday school. Students who have special needs and are identified as ELL are provided with additional one on one support by the ESL teacher as well as a special education provider.

ELL students identified as having special needs receive additional instruction in partnership between the ESL teacher and the special education teacher. Through a series of push in/ pull outs both teachers work together to provide optimum instruction for special needs ELL's. By working together both teachers provide instruction that addresses all of student's needs. Also, additional support is provided during early morning tutoring twice a week for 45 minutes to address this subgroups needs.

Title III funds are used for a targeted intervention program. Our target population is 33 ELL students from 9th through 12th grade from Beginner to Intermediate proficiency NYSESLAT levels. The program focuses on literacy circles through performing arts. The activities and instruction will be project based. Students will write a play, short story, or poem to be performed to their parents and other young people. The reason for using performing arts is to fully engage students in an after school setting that is fun and interactive. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English and Spanish. In addition, we offer Saturday school for students who are SIFE to help them with language development.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

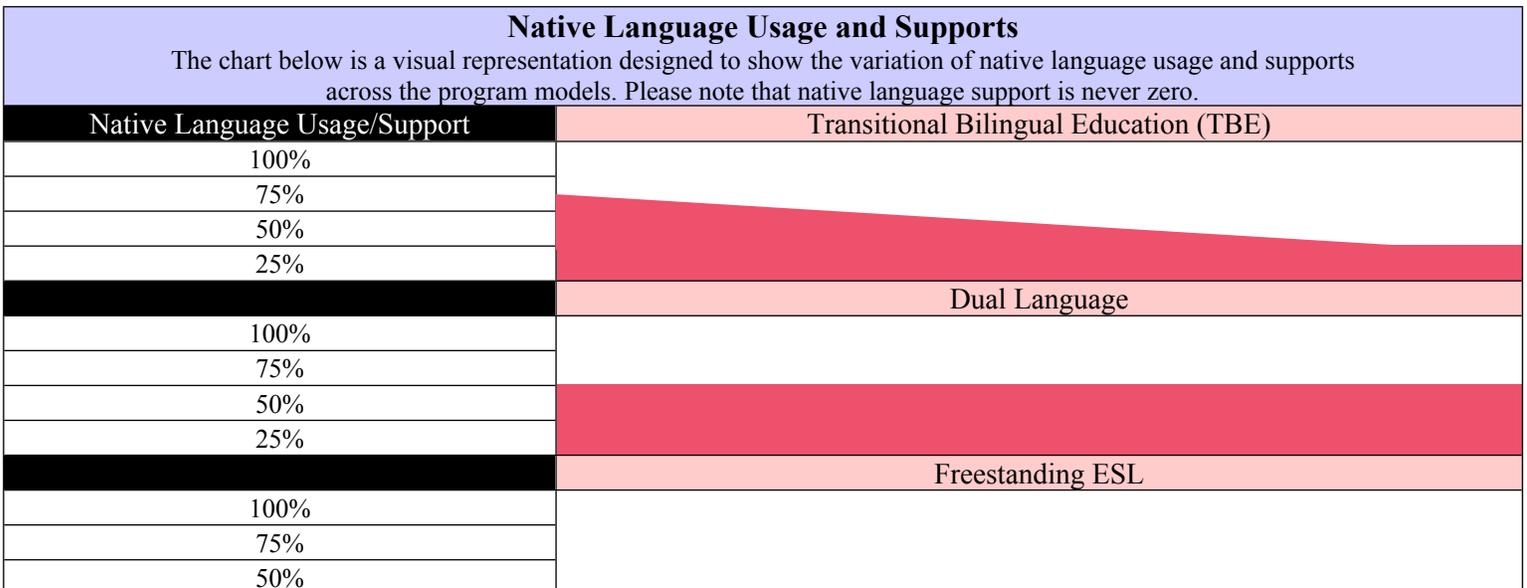
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	spanish		

Social Studies:	
Math:	
Science:	


NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Some of our targeted intervention programs for ELLs in the content areas are:

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help ELL students. She attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language.

### English

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents Exam, it is observed that 2 out of four students scored a 65 or above on the exam and two students scored a 55 on the English Regents however they are special education students. For special education students, 55 is passing. Our Freestanding ESL program is successful as evidenced by the 2 out of 4 students that have successfully passed the exam. Most of the ELL students enter the school as 9th or 10th graders therefore, they are not required to take the English Regents exam until the 11th grade.

### Math

Since we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 80 % of ELL students received a competent or better in Math. In addition, 80 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 28 students out of 33 are at or above grade level in mathematics.

The Freestanding ESL program offered at the school is based on 100% of parent requests. In a small high school, a Freestanding ESL program allows students to have ESL instruction in their content area classes, self contained ESL instruction as well as Native language instruction. As a result, all parents have requested a Freestanding ESL program. An alternate schedule will be made for students to ensure alignment with other program choices. In addition, if a parent chooses another program, the school will ensure the student receives the mandated services required for that program. By analyzing the three program choices, the ESL teacher has created an alternate schedule for each program choice.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students

develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom. Newly enrolled ELL students are placed with support buddies in their classes to help them throughout the school day. They are also invited to join after school programs to help orient the ESL students to the school. In addition, the guidance counselor also provides a support group specifically targeted towards ESL students which meets twice a week.

The instructional materials and technology used to support ELL's are the use of graphic organizers, charts, maps and graphs, visuals, tape recorders, puzzles, and vocabulary instruction. Cooperative learning groups enable students to work more efficiently. The Smartboard is used to show language software and grammar games. Moreover, students have access to computers in the library. The Lexia program is also used to gather data on student progress and identifies deficiencies in vowel sounds, consonant sounds, spelling, and comprehension. The data is then analyzed to modify instruction. Advanced Spanish electives are offered to all ESL students. Content area instructional materials used are visual aids, graphic organizers, Got Grammar text to support ELA instruction, Luna Luna Creative Writing Ideas for ELL Students, Latino Writers and Literature, and ELL Flash Cards. Apple Garage Band is used to record readings of texts for students to listen to as they read. In addition, it is also used for students to listen to themselves reading particular texts. The interactive software used is "Reading and Listening Comprehension".

### **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)?

## 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.

Professional development opportunities are ongoing. In addition to attending ESL workshops offered by the Empowerment Zone, the ESL coordinator has attended NYSESLAT trainings as well. We also offer professional development workshops to our teachers. Professional development sessions are facilitated by the Principal, the assistant principal, the literacy coach, the ESL coordinator, and content area teachers. We collaboratively work together as a staff to align curriculum to best fit the needs of our ESL population. We learn how to use scaffolding strategies in our curriculum, how to create teacher assessments for our ESL population, and discuss individual ELL students on a continuous basis to understand what strategies work best for each particular student. In addition, content area teachers meet weekly with the coaches and the ESL Coordinator to discuss the progress of ESL students. Trainings are offered ongoing basis all year round to teachers and the ESL staff attend professional development outside of the school to learn how ESL teaching strategies continuously throughout the year. Our focus at El Puente Academy is in the improvement of instruction that will provide success in language acquisition for all ELL students. Professional development for ESL teachers, guidance counselors, special education teachers, secretaries, parent coordinators occur twice a week after school. All El Puente members are required to attend these professional development workshops. On Mondays of every week we meet as an entire staff and on Wednesdays we separate into Sankofa and Liberation Academies. Sankofa Academy consists of 9th and 10th grade staff and Liberation consists of 11th and 12th grade staff. Once a month a professional development workshop is offered to staff with a focus on ESL instruction which .

Calendar PD dates:

Differentiation for ELL Learners- September 28, 2011

D/F/S: Focus on ELL data feedback- October 26, 2011

Revisiting Strategies Workshop – January 9, 2012

Understanding NYSESLAT Exam- Feb 13, 2012

Metacognitive Awareness- March 14, 2012

The Guidance counselor receives training from the Network CFN 107, on how to assist students as they transition from high school. The ESL teacher and Assistant Principal keep a tally of the hours and attendance of trainings as well as a record of attendance sheets to ensure the 7.5 hours are met.

## 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?

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become involved with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente Academy. This workshop is designed to meet the needs of parents who don't speak English . There are translators available and the presentations are made both in English and in Spanish. We also offer a program called tertulias which is a book club for parents. The books read are in the parents' native language and they read the same books their children are reading in class. This program has been successful in encouraging parents to become part of their child's educational experience. Another program offered to parents is a language acquisition training program. This program is a partnership with the community based organization El Puente and the Beacon Program. We also offer parent workshops on Saturdays which help provide strategies for parenting as well as providing strategies that promote literacy in the home. We evaluate the needs of parents by holding a series of focused workshops once a month with parents of ELL's that allow us to gauge the parents' needs. During these meetings, we generate ideas for upcoming workshops and activities that address parents' needs.

# Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	1	0	1	8
Intermediate(I)										8	2	6	5	21
Advanced (A)										3	2	3	1	9
Total	0	0	0	0	0	0	0	0	0	17	5	9	7	38

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English			5	
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:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After examining the results of the NYSESLAT utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns emerged:

- \* In all grades (9-12), the demonstrated highest scores were in the listening and speaking component of the NYSESLAT
- \* In all grades (9-12), the demonstrated lowest scores were in the writing and the reading component of the NYSESLAT
- \* By the 11<sup>th</sup> grade more students are scoring at the advanced level of proficiency in all components

The students are improving in their overall NYSESLAT score. We were able to test almost every student this year therefore we made a vast improvement from last year. There is a correlation between the students who are not making gradual progress and are showing a pattern for lack of progress in their academic subjects. A majority of students are showing significant gains in the speaking modality of the NYSESLAT. We will continue to work with students on their oral skills by emphasizing their participation in class discussions, assigning oral presentations, practicing read alouds, and oral group projects.

In the writing subtest, 17 students scored at the intermediate levels and 11 scored at the advanced levels. We should continue to use graphic organizers, outlines, grammar workshops, and Writers Workshop strategies. However, a more precise curriculum on grammar strategies will be implemented to improve scores. As a result, we will work with students to understand figurative language and making inferences. We will infuse vocabulary building lessons in the curriculum and use strategies to build students' reading stamina and comprehension. In addition, careful attention must be paid to the Listening component of the NYSESLAT which did not show significant gains. We will use more read alouds, diagrams, and note taking skills will be imbedded into lessons. Teachers will speak slowly and clearly to ensure that ELL students can process what the teachers are saying. Also, students will use book talks and take notes on class discussions to encourage reading and listening skills.

Most ELL students at El Puente are at the Intermediate and Advanced levels of language acquisition based on NYSESLAT scores. Many of the students have not resided in the US for a long period of time. As a result, many different strategies are used by the teachers to ensure that students are receiving a quality education. In addition, all students are proficient in their native language based on teacher assessments given in Spanish. Therefore, the Native Language Arts Program offered at El Puente ensures all ELL students are studying advanced Spanish and Advanced Literature in Spanish. All teachers consult with the ESL Coordinator to ensure that all teachers are infusing ESL strategies into content area instruction so that students can continue to develop their English skills. Our Freestanding ESL program will focus on improving the listening, speaking, reading, and writing skills in the content areas through the use of ESL methodologies. Students are provided with an early morning tutoring program for 45 minutes, and an after school ESL tutoring program

which runs for 45 minutes, and a Saturday Academy for ESL instruction as well as content area instruction in addition to the mandated 540 minutes per week of ESL instruction.. The ESL teacher focuses on the Total Physical Response Approach, the use of realia , choral reading, shared writing, visual aids, and scaffolding techniques such as brainstorming, modeling, schema building, contextualization, cooperative grouping, differentiated instruction, and hands on activities.

Our ELL program is proving to be extremely effective in providing one on one instruction to our students. By infusing the portfolio process in with ELL instruction, our ELL students are performing better not only on their NYSESLAT scores but also in their content area classes. To improve we will offer students more support in the reading and writing of English. This will help ensure that students perform better on their NYSESLAT exams as well as the English Regents exam.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** El Puente Academy

**School DBN:** 14K685

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wanda Vazquez	Principal		12/1/11
Waleska Velez	Assistant Principal		12/1/01
Andalina Capellan	Parent Coordinator		12/1/11
Carllos Rosello	ESL Teacher		12/1/11
Ummi Modeste	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Joe Matunis	Coach		12/1/11
	Coach		1/1/01

**School Name: El Puente Academy**

**School DBN: 14K685**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ana Lazala	Guidance Counselor		12/1/11
Nancy Scala	Network Leader		12/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K685** School Name: **El Puente Academy**

Cluster: **01** Network: **CFN 107**

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

**Part A: Needs Assessment Findings**

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

Once students are enrolled, the ESL teacher and the Assistant principal look at Student's Home Language Surveys and keep a record of Parent's Preferred Language forms. All staff is made aware of the Parent's Preferred language and copies of anything sent home is sent in the parents preferred language. As a school founded by Latino community leaders, we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population is 85.8% Latino, 10.7% African-American, and 1% white. From our survey of parents, 73% of Latino parents/guardians needed translation services. 37 of parents require translation services, all Spanish except for two students who speak Spanish, both written and oral interpretations. A list of these findings were reported to staff during pd sessions.

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.

100% of parents preferred language is either English or Spanish. As a result, all items are sent home in Spanish and they are translated for parents. At our school, 80% of our staff is fluent in Spanish. We have had various meetings in which we have stressed the importance of our "Biliteracy Protocol" is enforced. The Biliteracy protocol requires that all major communication to parents in the domains of academic assessments, health, safety, legal matters, special education and ELL services be translated to Spanish. This also applies to one-on-one or group meetings with parents. Parents have been notified of their rights to be communicated with in a language they understand by correspondence and through various meetings such as "Freshmen Orientation" to general parent meetings held monthly.

## Part B: Strategies and Activities

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

Written translation services are provided by in house school staff. All materials are translated to Spanish for parents. The Biliiteracy Committee at our school is chiefly responsible for making sure that all postings/announcements/signs as well as all correspondence be done in Spanish and English. The team also makes sure that there are interpreters at all one-on-one and group meetings. The Biliiteracy committee also deals with issues of language acquisition, literacy, and competence within a social, political, and cultural framework. The group meets approximately four times a month. They handle all requests for translation of materials within the school. Parents have received a translated version of the translated Bill of Parents Rights and Responsibilities. The appropriate school signage and forms are provided in the languages required. We use in house school staff to translate material in a timely manner. Safety plan procedures are also provided in the languages necessary.

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.

In house school staff provides oral translation services. The Biliiteracy committee makes sure that they are interpreters or Spanish fluent speakers at all one-on-one and group meetings. When parents come to Parent-Teacher night they are met with facilitators who speak their language and serve as interpreters who navigate the world of school. Parents can request for translators at any meeting they have with school personnel.

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>.

Parents will receive the Bill of Parent Rights and Responsibilities sent home by the school, and at the entrance of the school there is a sign indicating the availability of interpretation services. The committee determines within 30 days if translation or interpretation services are required by a parent who speaks the covered eight languages. We do this by interviewing the parents and making them aware of their rights to these services. The committee ensures that all communications is provided in a timely manner in the primary languages of the parents. Important communication in the domains of academic assessments, health, safety, legal matters, special education and ELL services are translated to Spanish. The Biliteracy committee provides translators at every meeting with parents that need such services.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: El Puente Academy for Peace an	DBN: 14K685
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
# of certified ESL/Bilingual teachers: 1
# of content area teachers:

### 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:

After school Language Immersion Program

The goals of this program are to have students express themselves on issues that deeply affect them through poetry, personal narratives, creative writing, reading and dialogue. Students will also understand what roles they can take in creating to support a more just and humane society. Students will study and document the history of immigration in the communities of Williamsburg, Brownsville and Bedford-Stuyvesant, Brooklyn. Students will conduct, document and transcribe interviews of recent and past migrants of the previously mentioned communities. Students will also write short stories and poems reflecting these communities and their experiences with immigration. These stories will be preserved through writing, field recordings, photography and video. Students will organize a culminating event celebrating these stories. This after school class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English. Throughout the course students will participate in different exercises that will develop their reading, writing, listening and speaking skills.

The targeted population is 42 ELLs in 9th thru the 12th grade are invited to join the program. There are 24 students who are actively attending the sessions. The rationale is that although we supported a lot of students to achieve proficiency in English, there still remains a number that are at performance level 1 and 2 and have not met their targeted AYP progress in English.

An ESL certified teacher will provide instruction Tuesdays, Thursdays, and Fridays 3:35 - 4:35pm. The language of instruction is English. The Title III program will use the No Glamour Language and Reasoning workbook, Luna, Luna, Federico Garcia Lorca, Julia Alvarez, Sandra Cisneros and Langston Hughes anthologies, Latino Boom and Boricuas and Stories from Washington Heights short story collection. The class will begin in November and end in June (total of 31 weeks).

### 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: Professional Development Workshops:

Our high quality professional development activities demonstrates an alignment to the instructional program being delivered throughout the regular school day. We recognize, however that our after school program also requires this type of support. The Biliteracy committee has therefore designed a work embedded professional development series with the structure of our Title III program in mind for pedagogical staff. Our Title III teacher will facilitate the workshops. Meetings will be held after school at no cost to Title III.

Professional Development Workshops with ELL Focus:

1. Encouraging EL student language development (2nd week of November)
2. Writing Workshops for ELL students ( 3rd week of January)
3. Speaking Intensive for ELL students (4th week of February)
4. Differentiation for ELL students (1st week of April)

In addition, the ESL teacher will facilitate a focused study group to which he will invite ELL student's teachers from different subject areas (3 teachers). This group is a learning community that meets after school on Wednesdays, 2:30 - 4:00pm from November to April (10 sessions). These study group times are specifically for the Title III teachers to meet track and discuss the progress of the students in the Title III program and to analyze, review, and discuss professional literature (to include Academic Language for English Language Learners and Struggling Readers, How to help Students succeed Across Content Areas, by Yvonne S. Freeman, and other materials) to inform their teaching and practice. Professional books for the study group will be at no cost to the Title III.

### 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:

Parent Involvement

Parent Involvement is a key component to our program. We offer opportunities for parents of ELLs to become involved with their child's ESL instruction. We also offer a program called the Lending Library,

**Part D: Parental Engagement Activities**

which is a book club for parents. The books read are in the parents' native language. The Lending Library meets once a trimester on a Saturday from 10-12pm. These sessions be held the last Saturday of November, March and May.

We also offer workshops for parents of our students served through our Title III program once a trimester, on Saturday to provide them with sessions for understanding the NYSELAT exam, ELA Regents Exam, and strategies they may use to help their son/daughter. Title III funds will be used for activities to assist parents of youth offering comprehensive community service to help parents become more active participants in the education of their children. Title III funds will be used to provide family literacy training, parent outreach and activities.

The parent workshops are designed specifically for Title III parents to help provide them with support in understanding the various exams their son/daughter is required to take as well as how our program is helping students prepare for these exams. In addition, Title III parents will learn effective strategies to help their son/daughter with language acquisition. Translation services will be provided to parents from our staff memebtrs who are fluent in the students' native language. In addtion, the ESL teacher and Parent Coordinator can communicate clearly with parents in their native language. Additonal services will be requested through the NYC DOE translation and interpretation unit as needed.

We encourage the participation of multiple representatives from the families of each of our 42 ELLs. Parents of 42 ELLs will be invited. One ESL teacher supported by the Parent Coordinator will present three two hour workshops for ELL parents. The parent workshop topics include the following: Understanding the NYSESLAT Exam ( 2nd week of March 10-12pm), Understanding the ELA Regents Exam: How Can Poetry and Memoir writing Help with Language Development (1st week of January 10-12pm) and English Through the Arts: How Can the Arts Help My Child with English? (1st week of April 10-12 pm) The ESL teacher and parent coordinator will reach out to parents of title III participants and inform them of all of these supplementary opportunities via phonecalls, email and letter sent home with students and through the mail.

**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 fringe benefits) <ul style="list-style-type: none"> <li>Per session</li> <li>Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		

**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.
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		