



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE ANTONIA PANTOJA PREPARATORY ACADEMY

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

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

SUPERINTENDENT: TIMOTHY BEHR

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nancy J. Diaz	*Principal	
Vincent Wojsnis	*UFT Chapter Leader or Designee	
Elena Vila	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Luis Colon Tequan Smith	Student Representative (<i>optional for elementary and middle schools</i>)	
Nilka Rivera	CBO Representative: YMCA	
Elka Rivera	Member/Teacher	
Ana Garcia	Member/Teacher	
Vivian Williams	Parent Coordinator	
Christian s. Carrera	Member/Parent	
K. Smith	Member/Parent	
R. Smith	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“...the school is in the planning stages of a structure in place for the school leaders, teachers and teacher teams to purposefully use this information and examine relevant summative and formative data to identify trends to modify and align curriculum to drive instruction.” (QR, 2.2. 2013, page 5)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 2.2 School leader’s vision

_____ 2.4 School leader’s use of resources

_____ 2.3 Systems and structures for school development

 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

By June 2013, school leaders will have and adhere to an organized schedule of 90 formal and informal observation with immediate and specific feedback that is aligned with a researched-based teacher framework for improvement in CCLS aligned pedagogy and, consequently, improved student outcome.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

By June 2013, the following will have been implemented:

- F-Status Supervisor: Development of a Danielson-aligned Observation Tool (debriefed with teaching staff).
- All teachers will be observed formally at least three times a year and the number of informal observations will be determined by each individual teacher’s need.
- Teacher Inter-visitations scheduled for peer-observations and/or sharing best practices.
- Teacher Survey/Request for Professional Development.
- Professional Development based on universal teacher needs and individual/small group targeted PD.
- Calendar and schedule of administrative and peer observations.
- Key personnel will include the principal, F-Status supervisor, assistant principals, Lead Teachers and literacy and math coaches
- Targets that will be identified to evaluate the progress, effectiveness and impact of the strategies and activities include getting at least 25% of the teachers to be able to facilitate professional development sessions of effective instructional practices by June, giving 100% of the teachers access to ARIS Learning Opportunities by June, so that they can focus on areas of needed growth as identified during post-observation sessions.
- The instructional strategies/activities will be implemented weekly during Friday common professional development sessions, during the monthly contractual professional development sessions, as well as during regular observational feedback sessions with teachers.

Budget and resource alignment

• Indicate your school's Title I status: **x 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.

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy money will be used to pay for additional supervisors to conduct both the formal and informal evaluations, as well as for teacher training rate pay for additional professional development on the Common Core and Danielson Framework.

* Voyager Series and Achieve 3000 Series(34 textbooks plus student access to online resources)

* Ready NY CCLS Aligned Instruction and Practice books for ELA and Mathematics

*Coverages for teachers attending Professional Development

*Coverages for intervisitations – upto 10 teachers per marking period

*F-Status Supervisor: 2 full days per week

*Educational Software: Achieve 3000 (Cambium) internet student licenses (\$18, 291) & Software House International: student licenses (\$6400)

Budget and resource 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 IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy money will be used to pay for teacher training rate pay for additional professional development sessions on the Common Core and Danielson Framework. OTPS monies will be used to print and provide teachers with ongoing information regarding the Common Core and Danielson FFT.

*Coverages for teachers attending off-site PD

*Per Session for development of CCLS aligned curriculum units of study

*Consultants to support curriculum development

*PD Vendor: American Reading Company

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“ Most units of study do not effectively provide scaffolds for ELLs and SWDs...teachers and teams across content areas are not consistently creating, revising and refining units of study and tasks to maximize the academic challenge for higher achieving students as well as students with skill deficits.” (QR, 1.1., 2013, pages 4/5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, 80% units and lessons will have evidence of targeted scaffolding and differentiation, including data-based learning groups, to improve student outcomes with a focus on ELLs and SWDs, including revisions of pedagogy post student product outcomes for focused teaching and learning.

Instructional strategies/activities

- a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation
- Professional development (on and off-site): Co-teaching in the Content Areas (High School), Revising, and Developing Units of Study.
 - Staff-led professional development sessions: Co-teaching, Differentiated Learning, ESL Models: Push-in and Pull-out, 5 Habits of Mind, Depth of knowledge, ...
 - PLC/Department Meetings

Target Population: All teachers

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

Implementation Timeline: September 2012 – June 2013

Budget and resource alignment

- Indicate your school’s Title I status: **x 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.

xTax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy money will be used to fund additional professional development sessions on differentiated and scaffolded instruction, as well as on UDL- Universal Design for Learning.

*Coverages for teachers attending off-site PD

*Consultants to support aligned curriculum development for co-teaching

*Coverages for teachers attending Professional Development

*Coverages for intervisitations – upto 10 teachers per marking period

* PD: F-Status Supervisor (2x monthly on Mondays & 1x on every Friday)

Budget and resource alignment

• Indicate your school's Title I status: **x 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.

x Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

A portion of Tax Levy funds will pay for special PBIS professional development sessions, and a portion of the OTPS will be directly spend on PBIS items to be included in the APPA [PBIS] store and additional PBIS Incentives such as trips, which are designed to improve student behavior, student attendance and overall "student-buy-in".

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

A below average score in communication that paces below the city with communication being the lowest scoring category with parents is evident and only 32% of parents participated in the survey, pacing behind the city's 53% with low percentages in school invitations and positive student feedback. (NYC School Survey, 2011-2012, Pages 1, 4, 5)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- **Increase parental communication by continuing to notify parents of upcoming events via letters, School Messenger, The APPA Parent Monthly Newsletter, Skedula, and the APPA website.**

Strategies to increase parental involvement and engagement

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation

By June 2013, parent invitations to school workshops, events and a positive feedback system for contact will be operable, increasing the engagement and communication between parents and school leaders and teachers for triad support of student for academic planning and products.

- School assistant principals, secretaries and school-aides will lead the charge to communicate for frequently with parents via parent notification via letters, School Messenger, The APPA Parent Monthly Newsletter, Skedula, and the APPA website.
- Distribute Skedula passwords to parents in order to facilitate parent login and access to information (assignments – deadlines and missing assignments, student progress, test/quiz scores, ...) for their individual children.
- Parent Workshops will be presented by the Parent coordinator, the Guidance Counselor, and/or staff and administration periodically throughout the year.
- Administrative attendance, Parent Association and School Leadership Team Meetings will continue to provide information to parents as well as address parent concerns.
- Timely staff response to parent inquiries via phone or email.

Budget and resource 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.

xTax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*Parent Business & Technology Workshops

*Parent Orientations

*Parent CCLS/Curriculum Briefing Sessions

*Skedula Software:NYC Datacation (fees & training: \$13,931)

* Supplies for Parents (non-contractual services) - food: \$1,180.75; computer & supplies: \$1,174.36; tickets (baseball games, Cirque Soleil, & movie passes: (\$3,660.90)

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	<ul style="list-style-type: none"> • Non-fiction Reading & Writing • How to look at what questions are asking • Underling the most important information • How to answer questions • Monitoring for meaning • Making inferences • Writing: comparing & contrasting two pieces of writing • Analyzing exemplars as models for essay writing 	small group	After school Program Tutorials – during day
Mathematics	Regents Prep <ul style="list-style-type: none"> • How to look at what questions are asking • Underling the most important information • Using the information that is given • Analyzing exemplars as models for problem solving 	class small group	After school Program Tutorials – during day
Science	Regents Prep	class small group	After school Program Tutorials – during day
Social Studies	Regents Prep	class small group	After school Program Tutorials – during day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> • Workshops related to college planning. • Walk-in counseling: counseling services are provided to individual students when needed. • Transcript reviews are conducted for every student. This is done through advisory on an individualized basis. 	<p>individual group</p>	<p>During 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.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit HQT ELA, mathematics, science, social studies, and foreign language teachers.
- Mentors are assigned to support new teachers.
- By June 2013, teachers will engage in professional development (on site and off site) and PLC support on Aligning Units and Performance Assessment Tasks to the Common Core Learning Standards, ICT/ITT Models of Teaching, Differentiated Instruction, Best Practices and Strategies, the Workshop Model, Rigor in the Classroom, Depth of Knowledge, Lesson Planning, ...

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between

the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	434	Total Number of ELLs	32	ELLs as share of total student population (%)	7.37%
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Part II: ELL Identification Process

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	9	6	8	4			28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	1		1			4
TOTAL	0	0	0	0	0	0	2	10	7	8	5	0	0	32

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

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

A. Programming and Scheduling Information

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

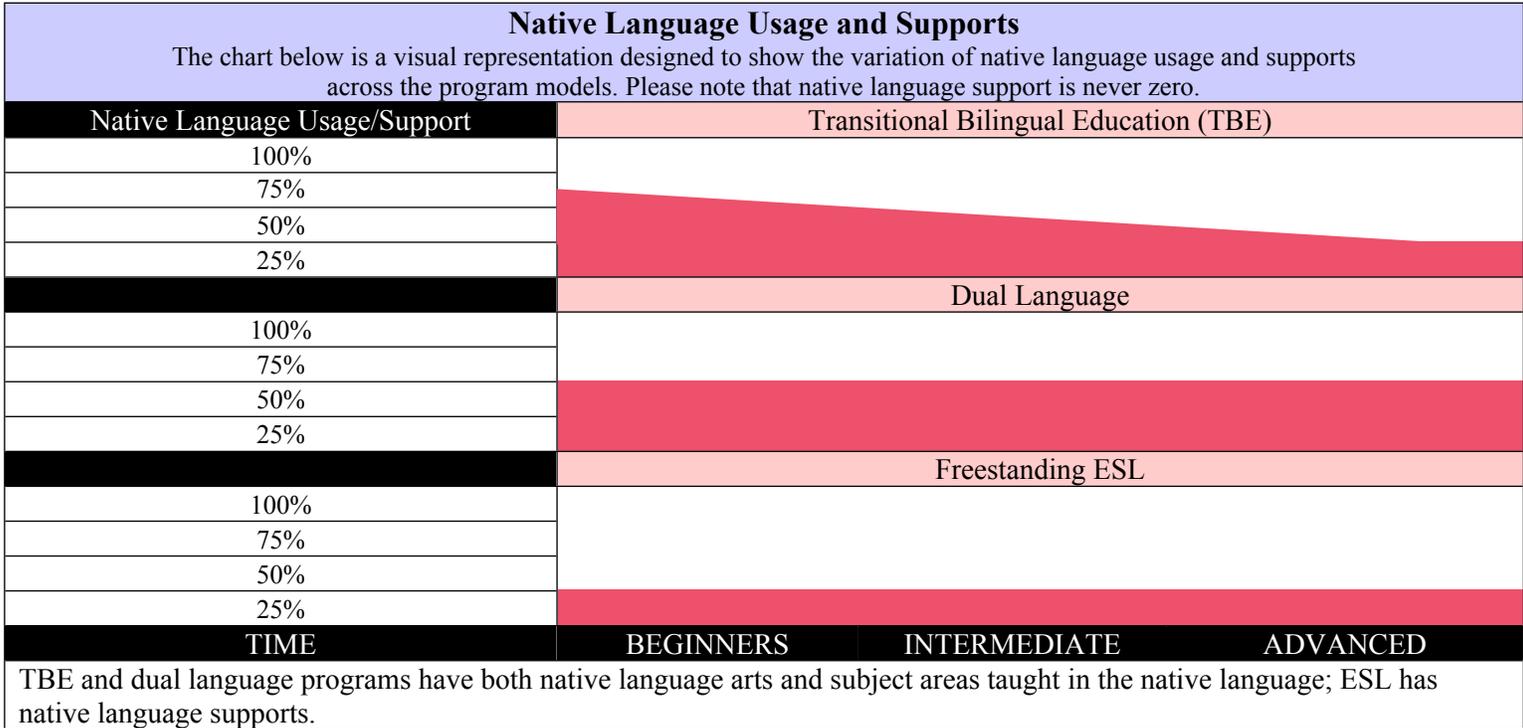
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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B. Programming and Scheduling Information--Continued

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

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

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

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

11. No programs will be discontinued.

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

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

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

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

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

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1.
 - A. Training on the NYSESLAT in September and October
 - B. Training sponsored by the BETACS
 - C. The ESL teacher has attended the Quality Teaching for ELLs professional development, sponsored by the Office of English Language Learners, DOE. The ESL teacher then turnkeys to the staff during our weekly ELA department meetings
 - D. A consultant will be hired to provide professional development to all teachers of ELLs
2. Staff is given the opportunity to participate in trainings/workshop sponsored by The Bronx BETAC, at Fordham University, throughout the year. The ESL teacher conducts workshops that are offered to ELA staff in ESL strategies, as well as QTELL, that can be infused into ELA, so that students can achieve grade level competency in the content areas.
3. Staff is given the opportunity to participate in trainings/workshop sponsored by The Bronx BETAC at Fordham University. A consultant and the Assistant Principal will provide professional development in order to meet the mandated 7.5 hours of training.

E. Parental Involvement

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	4	1	4	1					10
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English			0	
Integrated Algebra	4			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses Fountas and Pinnell, leveled libraries, 100 Book Challenge, and Balanced Literacy assessment materials to assess the early literacy skills of our ELLs. The data demonstrates that our ELL students need support in developing fluency and comprehension in reading. In addition, instruction needs to focus on developing their vocabulary skills in order to help them develop the strategies needed to reinforce their language development. Furthermore, we have found that their greatest deficiency is in writing. Our school needs to focus on instruction that is comprehensible to all learners. The instruction should facilitate language learning in the content area particular in scaffolding student language development. Moreover, the instruction should provide opportunities for ELLs to engage in meaningful, content rich discussions in order to enhance and support their language skills. The NYSESLAT total score for grades 6th through 10th demonstrates that no ELL students achieved proficiency in any of the four modalities: listening, speaking; reading and writing.
2. The patterns across proficiency levels and grades on the LAB-R and NYSESLAT have revealed that our ELLs greatest area of need is in the writing modality; however, the data in regards to the reading, listening and speaking modalities also demonstrate that we need to focus in these areas as well.
3. The administration needs to provide teachers with professional development to help teachers acquire strategies that would help them support our ELLs in language, social and cultural development. Teachers need to increase their repertoire of strategies and utilize them in order to provide our ELLs with small group guided instruction and develop lessons that are interactive and hands-on. We also need to focus on supporting the students basic interpersonal communication skills especially in the development of vocabulary that is content base as well as social.
- 4a. Patterns across grade levels show our ELL students tend to score better on tests taken in English, as compared to tests in the native language.
- b. The school leaders and teachers use the results of the ELL periodic to inform our decision on the types of professional development sessions that needs to take place at our school and to inform instruction accordingly. The results help us in determining student's strenght and weakness in each subgroup which allows us to meet during the instructional common planning time to discuss the results, create quantitative, attainable short and long term goals and develop a plan of action.
- c. The periodic assessment results demonstrated that there is a need for reading comprehension support. Native language is utilized to reinforce English concepts. Research demonstrates that students who receive support in their native language and develop the skills to enhance language in their native tongue, are able to transfer those skills effectively in developing their skills in the English language.
5. N/A
6. Periodic monitoring by school leaders through formal and informal assessments provides our teachers with insight as to the progress and/or setbacks our students are experiencing in the four modalities as well as the content areas. In addition, the observations provide teaches with insights to their instructional practice of what is working and what needs to be re-visited.

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: Antonia Pantoja Preparatory Ac

School DBN: 08X376

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy J. Diaz	Principal		12/1/11
Nancy Sotomayor-Einstein	Assistant Principal		12/1/11
Vivian Williams	Parent Coordinator		12/1/11
Ana F. Garcia	ESL Teacher		12/1/11
N/A	Parent		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
NA	Coach		1/1/01
Hermine Hawkins	Guidance Counselor		12/1/11
Jose Ruiz	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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