



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013**



**COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**PELHAM ACADEMY FOR ACADEMICS & COMMUNITY ENGAGEMENT**

11X468

ANTHONY RIVERA, PRINCIPAL [arivera11@schools.nyc.gov](mailto:arivera11@schools.nyc.gov)

ELIZABETH WHITE, SUPERINTENDENT

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Anthony Rivera	*Principal or Designee	
Brenda Castano	*UFT Chapter Leader or Designee	
Brunilda Rodriguez	*PA/PTA President or Designated Co-President	
Renee Oehler	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Joyce Francis	Member/ Parent	
Claudia Mitchell	Member/ Teacher	
Carmen Aponte	Member/ Parent	
Joanna Cartagena	Member/ Assistant Principal	
Lorissa Pellot	Member/ Parent	
Roy Richardson	Member/ Parent	
	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**

- **By June 2013, 100% of our teachers will have demonstrated improvement in at least one (of the 6 selected) Danielson competencies of focus: 1e, 2b, 2d, 3b, 3c & 3d.**

### **Comprehensive needs assessment**

- Feedback from our 2011-12 Quality Review indicated that, across the school teaching practices are becoming aligned to the newly established curriculum. Students are encouraged to build on the thinking of their peers during group discussions. However, while the school has made significant strides in curriculum development that's inclusive, teacher practices that support the needs of all learners are insufficient. This results in an environment where not all students are full participants in learning. In addition, lessons are effectively planned with appropriately rigorous pacing in some classrooms. However, some lessons do not allow for sufficient student practice or end lesson summation.
- In regard to the observation and supervision of instruction, feedback from last year's Quality Review indicated that school leaders make frequent visits to classrooms to assess teacher practice. However, feedback is not consistently accurate resulting in a lack of clear expectations for improvement. For example, a few comments that identified „Elements of quality“ in observed lessons contradicted suggestions for suggested next steps. Likewise while school leaders make holistic data-based decisions on staff development needs, feedback to teachers does not always capture next steps for growth that is aligned to school expectations. These inconsistencies limit the professional growth and reflection school-wide.
- While current NYSED growth scores did not reveal an ineffective teachers, only one teacher on staff was identified as highly effective.
- Past and current assessment data (both formative and summative) indicate significant room for growth when translating teacher effectiveness into student performance. While the school made gains on both the ELA and Math state assessments (6% and 3% respectively), far too many students remain below the proficiency threshold as measured by both exams. Only 36% of students measured proficient in ELA and 58% in Math, schoolwide at the end of the 2011-12 school year.

### **Instructional strategies/activities**

- a) *Our Characteristics of Instruction, an internally developed (Spring 2011) document that articulates our staff's shared understanding of the qualities of an effective educational experience will be revisited and, if necessary, revised to reflect the new makeup of our staff and of their additional professional experiences.*
- b) *These "Characteristics" will then be aligned to the 6 competencies of focus as articulated by Central (during the 2011-13 school years)*
  - a. *1e—Designing Coherent Instruction,*
  - b. *2b—Establishing a Culture for Learning,*
  - c. *2d—Managing Student Behavior,*
  - d. *3b—Questioning and Discussion Techniques,*
  - e. *3c—Engaging Students in Learning, and*
  - f. *3d—Using Assessment in Instruction*
- c) *Teachers will then use a self-assessment tool to gauge their own level of proficiency in each of Danielson's Domains/Components/Elements and select a minimum of one additional competency to focus on professionally and receive feedback on.*
- d) *An administrative and intervisitation schedule will be created allowing for administrators and teachers to visit each teacher 8 times over the course of the year.*
- e) *Over the course of the year, teachers will receive formative feedback from administration (at least 6 times over the course of the year) and their peers (at least two times over the course of the year).*

- f) *While the feedback provided is formative in nature and not evaluative, administration will evaluate (internally) each observation and use this information as evidence of growth or lack thereof.*
- g) *The findings of each observation will be catalogued electronically and reviewed weekly during administrative cabinet meetings to appropriate next steps and inform professional development needs.*
- h) *The school will use an online observation tool, Teachboost, to catalogue, assess and analyze teacher observations*
- i) *An instructional cabinet is established consisting of the principal, assistant principal, departmental leads in each of the 4 major content areas.*
- j) *A schedule is established to allow for the IC to meet for 90 minutes every week*
- k) *The IC engages in a meaningful analysis of our Characteristics of Instruction, the Danielson Framework (focusing in on the select competencies), the Instructional Shifts and additional materials TBD.*
- l) *The IC establishes an instructional target, reviews materials and engages in co-observations and debriefing sessions that serve as norming opportunities.*

**Strategies to increase parental involvement**

- A series of workshops will be hosted throughout the course of the year that provide parents with an opportunity to engage in and provide feedback regarding teacher practice. An open house is scheduled for the Fall and Winter allowing families to visit the classrooms of the children and provide questions and commendations to their children’s teachers.

**Budget and resources 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.

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

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- Supervisor per session (2-4 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- Flexible teacher programs to allow for instructional leads to participate in planning and providing support

**Service and program coordination**

- Title I & Tax Levy dollars are used to fund our instructional leads
- Title I and Tax Levy dollars are used to fund our AP

- Title I dollars are used to fund the purchase of professional development materials
- Tax Levy dollars are used to fund teacher per session for out of classroom professional development
- Title I dollars are used to fund external professional development

## **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 June 2013, 100% of teachers will have access and training that allows them to capture and analyze student performance data that highlights progress and performance of all students and, specifically, allows for the identification of needs specific to all student subgroups.

### **Comprehensive needs assessment**

- Feedback garnered from our 2011-12 Quality Review suggests that Pelham Academy needs to adjust its tools for capturing data that result in accessible information that captures on-going school-wide progress across sub-groups. Specifically, it was noted that *the school makes good use of classroom and individual student data, like regularly sharing performance data with students and families via multiple formats like progress reports and the web-based on-line grade book, 'Skedula'. However, school-wide data is not yet sufficiently organized to allow for a more accessible view of aggregated trends across the school. This limits the timeliness of adjustments that may be needed school-wide. Similarly, while assessment practices are regularly evaluated against expectations based on key standards, the alignment of grading practices determined by teachers is not as frequently assessed. This limits the ability to ensure coherence of school-wide policies and practice*

### **Instructional strategies/activities**

- a) The school establishes a clear understanding and set of expectations prior to recruiting a data specialist.*
- b) The data specialist is provided scheduled time to meet with administration/instructional cabinet and engage in some of this work throughout the school week (the position requires additional time be committed before and/or after school)*
- c) In consultation with the administrative and instructional cabinet, the principal communicates data needs to the data specialist. The meeting results in an established time frame and how the data is to be represented.*
- d) Upon receipt of the data, administration and the data specialist determine the most effective way to disseminate the data and whether or not additional supports (professional development) is required.*
- e) Once disseminated, the staff are required to engage the data and produce evidence of their intent to use it to guide their decision making (i.e. student groups, identifying at risk students to target, etc.) in the form of a data analysis tool that is reviewed and finalized in collaboration with administration*
- f) Administration schedules data talks with teachers and/or teacher teams, throughout the year, to discuss and review each teachers interpretation of the data*
- g) Teachers are provided with professional development focused on how to access, interpret, analyze and manipulate this data to establish instructional goals.*
- h) Teachers are required to select, track and report upon a set of (no less than) 6 students in each class that they teach who represent different subgroups. Their lessons and data analysis tools should always reflect these students.*

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

- Twice annually, the school will produce a school-wide Progree Report that articulates student performance/progress that will be released to families. Said reports will be reflective of all students in addition to select student subgroups and include assessment information (performance and progress) for each content/class.

**Budget and resources 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.

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

If other is selected describe here:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (avg. 2 days per week) for after school programs and differentiated professional development.
- Teacher per session (6 hours for up to 29 participants, for intensive data workshop
- Flexible teacher programs to allow for instructional leads to participate in planning and providing support

**Service and program coordination**

- Title I & Tax Levy dollars are used to fund our Data Specialist
- Title I dollars are used to fund the purchase of professional development materials
- Tax Levy dollars are used to fund teacher per session for out of classroom professional development
- Title I dollars are used to fund external professional development

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

- By June of 2013, all content teams will produce and distribute family guides to learning (a resource that provides families with information about the current unit of study) for (a minimum of) 3 units of study throughout the year. To further engage our parents in the learning process that their children engage every day, it is imperative that we communicate what is being learned, why it is being learned and how expectations may change from unit to unit.

#### **Comprehensive needs assessment**

- 32% of parent respondents indicated that they are informed about what their child is learning in school every few months or less.
- Only 63% of surveyed parents indicated that they strongly agree with the statement that we “clearly communicates its expectations for my child’s learning to me and my child
- Parents continue to request better communication of academic expectations (including, but not limited to projects, homework, tests/quizzes and overall progress).
- This year’s state exams in ELA and Math are the first in a wave of assessments that reflect the expectations of the common core. The format, intensity and level of rigor have all been adjusted to meet those same expectations. Our children are exposed to content in a deeper way and asked to engage their work with more energy, creativity and thoughtfulness than ever before. Families need to understand these new expectations and rely on us to receive that information.

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

- a) Teachers engage in 90 minute content based PLT’s once every week, in addition, they meet for 45 minutes with their grade level content team once every week.
- b) During these interactions, the teachers develop and/or revise common units of study, lesson plans, tasks and other formative assessments (such as projects, homework assignments and presentation requirements) and common unit assessments.
- c) As the teachers finalize their unit plans for upcoming units, they will produce a tool that captures key information about the upcoming unit of study including the rationale, explanation of key learning, assessment dates, projects and information about homework and other assignments.
- d) In December of 2012 teachers collaboratively develop a template of the Family Guide to Learning and use it as the platform through which the school communicates academic expectations to families
- e) Each of the contents will be compiled into a grade level mailer that will be distributed to students and mailed home to parents.

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

- The guide is presented to the SLT and PA for comment and each guide contains a tear-off to submit feedback and/or submit questions to be taken up and answered by each respective department.
- Parent coordinator will engage families to ensure that the guides are accessible and helpful
- A Spring survey will be conducted to review the effectiveness of the guide
- Work with the translation department to explore ways to make the guides available in multiple languages

**Budget and resources 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.

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

If other is selected describe here:

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below:

- Supervisor per session (2-4 days per week)
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- Teacher per session (6 hours for, up to, 20 teachers to produce and publish)
- Flexible teacher programs to allow for instructional leads to participate in planning and providing support

**Service and program coordination**

- Title I & Tax Levy dollars are used to fund our teachers
- Title I dollars are used to fund the purchase of professional development materials that support the development and revision of the curriculum materials and ultimately allow for the production of the guides
- Tax Levy dollars are used to purchase printing and mailing supplies
- Title I & Tax Levy dollars are used to fund per session for the compilation of the mailer

**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	Teen Biz (Achieve 3000), guided reading & writing workshops	Small group and one-on-one tutoring	Before, during and afterschool and on select Saturdays
Mathematics	Building fluency in mathematical concepts and skills (i.e. and dependant on the needs of the students, can include, problem solving, multiplication, etc.)	Small group and one-on-one tutoring	Before, during and afterschool and on select Saturdays
Science	Science boot camp for 8 <sup>th</sup> graders in preparation of the 8 <sup>th</sup> grade Science State Exam	Small group tutoring	Afterschool
Social Studies		Small group and one-on-one tutoring	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Attendance, coping, crisis management/support, etc.	Small group and one-on-one interactions	Before, during and afterschool

### 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.

The recruitment of HQT's is a vital component of the staffing here at Pelham Academy. A very rigorous hiring process never really ends as we recruit viable candidates all year round. The process is as follows:

- Resume screen
- Telephone interview
- Panel interview
- Demo
- Administrative interview
- Reference check

We have found that when we deviate from the process, the results are representative of candidates that do not embody the spirit and energy of the type of educator that is successful at our school.

Our aim is to provide our staff with everything they need to be effective. Whether that is materials, professional development or a place where they can collaborate freely and have the opportunity to explore creatively and develop professionally. This year, our professional development is focused around assessed need and teacher preference. By asking teachers about the areas where they want to develop, we are incorporating what we need with what they want and it has proven to be very successful.

**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.

---

**PARENT INVOLVEMENT POLICY (PIP)**

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 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 1<sup>st</sup> 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 <b>Jose Ruiz/ Larry Block</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>468</b>
School Name <b>Pelham Academy For Academics and Communi</b>			

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

Principal <b>Anthony Rivera</b>	Assistant Principal <b>Joanna Cartagena</b>
Coach <b>Literacy- Jacqueline Leiderman</b>	Coach <b>N/A</b>
ESL Teacher <b>Eric Nolan</b>	Guidance Counselor <b>Marco Pardo</b>
Teacher/Subject Area <b>Regina Joseph/ ELA</b>	Parent <b>Brunilda Rodriguez</b>
Teacher/Subject Area <b>Bonnie Lefkowitz/ Math</b>	Parent Coordinator <b>Alfredo Conde</b>
Related Service Provider <b>Catherine Rose</b>	Other <b>Jaela Kim</b>
Network Leader <b>Larry Block</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>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</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>317</b>	Total Number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>12.93%</b>
------------------------------------	------------	----------------------	-----------	---	---------------

## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

K  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	To t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	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>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**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**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other									1					1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>13</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>41</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

5.

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

As noted above, our school schedule has been modified, specifically, to provide targeted instructional supports to the full range of ELL's in each of the three grades. By aligning the schedules of 5 classes across three grades, our ESL teachers can provide targeted pull out and push in while minimizing the impact on content instructions. In addition, ESL teachers have the flexibility in their schedules to work with a variety of student groups throughout the course of the school year. Early in the school year, you will see ESL teachers providing additional pullout supports to newcomer ELL's expedite the establishment of BICS, while they may work much closer with advanced and/or longterm or SIFE ELL's at later points in the school year (and for a variety of reasons).

### 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

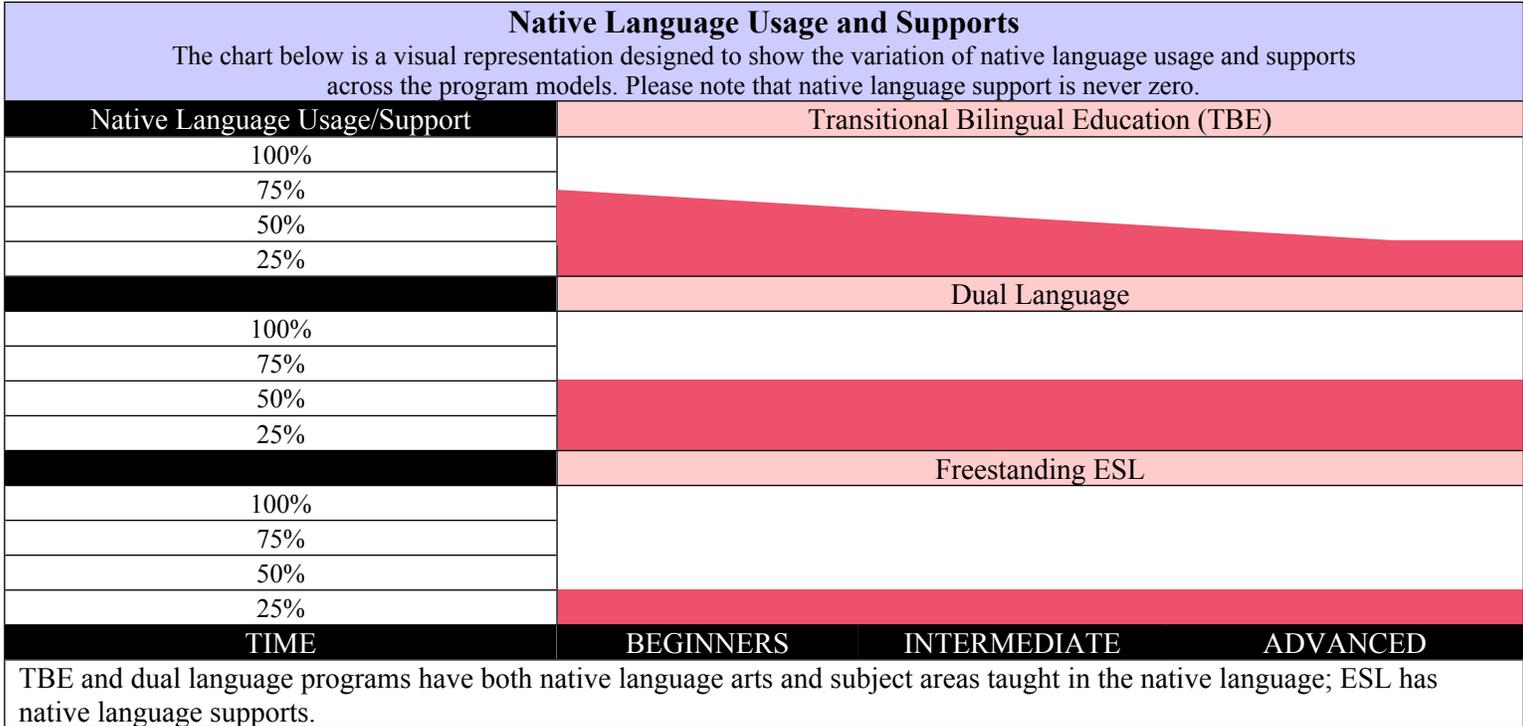
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

### 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

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



## B. Programming and Scheduling Information--Continued

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

8. The school gathers student performance data from the NYSESLAT, Math, and ELA exams, Interim Assessments in all contents, Unit Exams in all contents as well as the Fountas and Pinnell benchmark reading assessments. Among all other students, ELL's are identified for intervention based on their performance and teacher input. ELL's may find themselves receiving a range of interventions (beginning with tutoring before or after school, explicit ESL support during the 37.5 minute extended day, Saturday Academy and/or a cycle of scheduled AIS throughout the school day. The ESL department offers targeted AIS for newcomers and lowest functioning ELL's in foundational language support. This year, the school is offering Saturday remediation and enrichment in ELA and Math for all students. ELL's will be targeted and, a select group will receive academic support via the Achieve 3000 reading intervention system while receiving Math support from classroom teachers. The Saturday program will span 7 weeks and be offered for 4 hours during each session.

9. Students who become proficient continue to receive testing modifications (extended time, separate location, and ELA listening read three times) for two years after demonstrating proficiency. This year, we have students that have progressed from intermediate to proficient and have experienced some challenges adapting to being in an ELA class and not a beginner/intermediate ESL class. We have already begun some guidance work with those students and will continue those efforts until they have demonstrated even adjustment. The ESL department plans with the ELA team and helps provide suggested scaffolds geared toward supporting proficient ELL's as they continue to acquire the English language.

10. As we have grown to scale (the first time that we have had all three grades), we've hired and programmed two certified TESOL teachers to provide high quality ESL instructional support to our ELL population. By having the flexibility of another full program to use for ESL instructional support, we can provide target AIS, targeted extended day instruction, we have a department that can collaborate on matters specific to supporting ELL's.

11. As our school continues to grow, the instructional program and schedule have been refined but not discontinued. The one aspect of our instructional program that was discontinued applied to the entire ELA/ESL department and had to do with a shift from genre based units of study to thematic units of study.

12. ELLs are invited to participate in all of our after-school programs, both clubs and tutoring. Most of our ELLs participate in academic tutoring and activities such as basketball, flag football, dance, and STEP. There is also a special ESL tutoring session run by an ESL teacher for our least proficient ELLs (as determined by Fountas and Pinnell running records and NYSESLAT scores). The goal of inviting all students to participate is to embed them into the schools culture seamlessly.

13. A variety of instructional materials are used to support our ELL's including:  
-Fountas and Pinnell Benchmark Reading Assessment  
-Words Their Way  
-Newcomers  
-A variety of books on tape

- School subscription to Reading A-Z (leveled library available for online consumption or for reproducing)
- Personal CD players to support independent reading at home
- Achieve 3000
- A computer lab
- Interactive whiteboards in all classrooms
- Social studies, Math and Science texts available in Spanish
- Foreign language dictionary's
- iPads
- Listening centers
- Uptown Learning (interactive online fluency support)
- explicit instructional space

14. We do not provide explicit native language support in our ESL program, but we do put native language books and bilingual dictionaries in our ESL classroom libraries and for use in Math.

15. We work hard to ensure that instructional materials match our students' age and grade levels. Our beginning and intermediate ELLs often have phonics, handwriting, and mechanics of writing needs that do not correlate with their ages and grade levels, but we work to incorporate remedial skills into the beginner/intermediate ESL/ELA class in order to fill in any academic gaps that exist and use age-appropriate high-interest/low-level texts to support their academic growth.

16. In the beginning of the year, newly-enrolled ELL students come to a New Student Orientation in which the administration and teachers go over the school expectations and give a tour of the school. At the orientation, there is are Arabic and Spanish translators to assist families who do not speak English.

17. We do not offer foreign language electives at our school.

### **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.

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

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

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

## E. Parental Involvement

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

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

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

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

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

## 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	2	3						6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						2	2	8						12
Advanced (A)						5	6	6						17
Total	0	0	0	0	0	8	10	17	0	0	0	0	0	35

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

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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

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

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. We use the Words Their Way spelling test, the Scholastic CORE phonics test, Fountas and Pinnell running records, and an ELA baseline assessment from the state exam to assess the early literacy skills of our ELLs. We also collect writing samples from our students at the beginning of the year and continuously throughout the year to identify areas for improvement in spelling and mechanics. This informational is vital to help group students and identify skills that need to be taught and/or retaught. For example, we know that our beginner/intermediate ESL students are reading currently reading at a AA level to an L level (according to Fountas and Pinnell running records). For spelling and phonics, many students need help with vowel teams and inflected endings. Our advanced ESL students range from L to V and need to work on areas such as advanced spelling patterns, reading comprehension skills such as inferences, and adding details to their writing. Knowing what our students need to push them forward allows us to target interventions during class, AIS periods, and after school tutoring. It also helps us plan our school's overall instructional plan. For example, after this year's baseline assessment, we noticed that our students were struggling with non-fiction reading comprehension. As a result, we altered our ELA curriculum map to add an additional unit of nonfiction study to support our students' needs.

2. In our data from this year, most of our ESL students are intermediate and advanced. In sixth grade, we have four beginner students, seven intermediate students, and three advanced students. In seventh grade, we only have one beginner student, eight intermediate students, and eleven advanced students. For sixth and seventh graders, most students are intermediate or advanced in listening/speaking. A few students from each grade are proficient in speaking. In reading and writing, our sixth graders are mostly intermediate. In seventh grade, seven students are intermediate and twelve are advanced. Only one student is proficient in reading and writing in sixth grade and only two students are proficient in seventh grade. When one looks at the individual modality scores, almost all students are stronger in speaking than listening. There was not a large difference in strengths between reading and writing.

3. Our data reveals that our students are relatively strong in speaking, but still need support to reach proficiency. Almost all the students who scored intermediate on speaking arrived to the country last year, so intermediate shows an improvement in their speaking and listening skills.

Nevertheless, all of our students still need support further developing their speaking and listening skills. As a result, we are targeting accountable talk and responding in full, complete sentences during class. Our data shows that students need more practice with their listening skills. As a result, our ELA classes with ELL students and ESL classes will incorporate more note-taking and answering using listening passages. Students across the proficiency levels and grade levels need work with reading and writing, which will continue to be addressed in ELA and ESL classes. NYSESLAT data is used for small group intervention during ELA and ESL, as well as AIS interventions for our ELLs receiving more than 3 years of services. The data is also used by content-area teachers to help them scaffold material for their students. Overall, our approach is to provide more explicit instructional support in each of the 4 modalities (listening, speaking, reading and writing). By implementing school-wide initiatives to support growth in all modalities throughout the course of the year, we are supporting the needs of all students. All teachers participate in an analysis of student assessment data, including the NYSESLAT, in an effort to identify trends and/or outliers that can be addressed in and outside of class. The ESL teachers provide support and guidance throughout this process and serve as ongoing counsel.

4. a. In interpreting our data from this year, our ESL teachers have determined that most of our ESL students are intermediate and advanced. In sixth grade, we have four beginner students, seven intermediate students, and three advanced students. In seventh grade, we only have one beginner student, eight intermediate students, and eleven advanced students. For sixth and seventh graders, most students are intermediate or advanced in listening/speaking. A few students from each grade are proficient in speaking. In reading and writing, our sixth graders are mostly intermediate. In seventh grade, seven students are intermediate and twelve are advanced. Only one student is proficient in reading and writing in sixth grade and only two students are proficient in seventh grade. When one looks at the individual modality

scores, almost all students are stronger in speaking than listening. There was not a large difference in strengths between reading and writing.

b. We use the results of the ELL Periodic Assessments as additional data to see how our students are doing in listening, reading, and writing mechanics. These results help our classroom teachers focus in-class, AIS, and afterschool interventions. Administration, with support from the literacy coach, examine periodic assessment results and facilitate discussion among the ESL and ELA departments to identify trends in student performance. Time is provided for staff to engage in a deep interpretation of student performance data.

c. Our most recent periodic assessments show that reading was the strongest section for our sixth graders, followed by listening, and then writing. Writing was the strongest modality for our seventh graders, followed by listening, and then reading.

5. We do not have a dual language program.

6. We look at students' NYSESLAT scores from year to year to assess the success of our ESL program. We consider if students move up proficiency levels and/or if they demonstrate growth across the modalities. We look at this data across grade and proficiency levels to evaluate the different aspects of our ESL services. If a student has moved up a proficiency level or moved up at least 43 points, we consider that the student has made progress. If a majority of our students are showing measurable progress, we consider that our ESL program is successfully serving the ESL student population.

**Additional Information**

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

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

**Part VI: LAP Assurances**

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

**School Name: Pelham Academy for Academics a**

**School DBN: 11X468**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Larry Block	Network Leader		10/18/11
Catherine Rose	Other <u>Related Service Prov</u>		10/18/11
Jaela Kim	Other <u>Network Support</u>		10/18/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 06      **Network:** 601

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

## 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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Pelham Academy	DBN: 11X468
Cluster Leader: Debra Maldonado	Network Leader: Gerry Beirne
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 checked="" 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: 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 checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In addition to the existing services, Pelham Academy will provide an after school program for ELLs that is supported by Title III funds. A thorough assessment of student developmental areas reveal the need for direct instructional support, exposure to technology, and English language development, in addition to the regular school day. Students will have the opportunity to participate in activities that incorporate and help develop the four modalities: reading, writing, speaking, and listening in studying a variety of content areas such as ELA, Math, Social Studies, and Science in English, through the use of Achieve 3000.

Newcomer ELL's have a very unique experience during their first year of instruction in a second language. Their capacity to engage the major contents is significantly limited by their limited English Proficiency. ELL's scheduled to take the ELA exam for the first time this year are in need of additional instructional supports to build comprehension and fluency and also demonstrate the capacity to understand and utilize academic vocabulary. Furthermore, SIFE are at a greater risk of becoming or continuing as long-term ELLs. Our Title III program will target newcomers and those who are scheduled to take the ELA exam for the very first time. Each group will consist of 15-20 students of all proficiency levels in grades 6-8. Classes will take place Mondays and Thursday's after school from 3:10pm-4:10pm and during an AM program before school begins from December 17, 2012- June 17, 2013. The Supervisor is Mrs. Joanna Cartagena (Assistant Principal) and the number of teachers participating will be 5 (2 ESL certified, 3 content area teachers with Bilingual extensions). During this program for ELLs, students will have access to computers through the use of Achieve 3000 as well as small group opportunities to engage in activities related to all content areas, since the program consists of articles related to all content areas; these small group opportunities will allow students to discuss the articles generated by Achieve 3000 (literacy through the content area). This after school program will support academic subjects and linguistic development that validates and respects the students' right to actively participate in their own and each other's academic subjects.

### Part C: Professional Development

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

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

## Part C: Professional Development

- name of provider

Begin description here:

Rationale: To provide content specialists and special education instructors with training on the implementation of instructional strategies that have proved effective with the ESL population.

Teachers to Receive Training: All teachers will receive training except for our 2 certified ESL instructors who will be providing the professional development

Schedule and Duration: The sessions will be delivered during our Wednesday afternoon faculty conference/professional development sessions which last approximately 80 minutes. The sessions are tentatively scheduled for 1/23/12, 2/20/12, 3/20/12 and 5/15/12.

Topics to be covered include: Establishing an effective co-teaching model, vocabulary acquisition for ELL's, development of academic vocabulary.

Providers: Claire Wallace, Certified ESL Instructor and Vicky Machado, Certified ESL Instructor

Rationale: Our network ELL Support Specialist, Randy Soderman, will also engage in a thorough evaluation of our ELL instructional program and identify areas of development to be addressed through PD to be identified based on need.

Teachers to Receive Training: All

Schedule and duration/ Topics to be covered/ Providers: Ms. Randy Soderman (Network ELL Achievement Specialist) was at the school 11/5/2012 and 12/10/2012, she will return on 1/16/2012, and at least 3 more dates TBD. In her November visit, we reviewed the AMAO estimator and identified instructional targets, in her 12/10 visit we conducted an instructional walkthrough and debriefed our findings to identify professional development needs to be addressed on January 16, 2012 during a co-facilitated PD session to be offered to the entire staff. In each of her first three sessions, Ms. Soderman was at the school for 2 hours. On January 16, 2012, she will spend the entire day at the school.

Rationale: Teacher/facilitators of the Achieve 3000 computer based program receive training on how to use the program with students, how to monitor progress, how to create and align units of study and how to use the data from the system to inform instructional targets.

Teachers Receiving Training: Vicky Machado, Certified ESL Instructor, Claire Wallace, Certified ESL Instructor, Katrina Holmes, Mona Parkinson, Brenda Castano, Certified Special Education Teachers (servicing ELL's with IEP's)

Schedule For Training/Topics to be Covered/ Providers: On September 4, 2012, all 5 teachers participating in the afterschool program were provided with professional development (delivered by Troy Akiyama of Achieve 3000) for the use of Achieve 3000, to support their English Language Learners,

### Part C: Professional Development

with a full day training with an Achieve 3000 program supervisor before beginning the program. ELL After School Program teachers will also receive training in the use of academic content-based materials to support the implementation of the after school programs. The additional training dates are 10/18/2012 and two additional dates TBD.

Rationale: To help develop the writing capacity of our ELL's, we have engaged the support of a writing consultant from the Collins Writing Program. With his help, teachers have identified gaps in student writing and have developed instructional targets to focus on over the course of the year.

Teachers Receiving Training: All

Schedule/ Duration: Our writing consultant was scheduled to return to our school on October 28-29 but had to be rescheduled due to Hurricane Sandy. That session has been rescheduled for January 23-24, 2013. Each day that he visits, he spends the entire day with our staff: observing, modeling and conferencing with teachers. He will spend an additional 4 days with us before the end of the school year. Those dates are to be determined.

Topics to be covered: include determining strategic instructional targets for students in grades 6-8, explicit instruction of selected writing targets, meeting the expectations of the common core writing standards, conferencing, using the poetry reflection notebook, TBD.

Providers: Henry Dembowski, Writing Consultant

### 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:

Rationale: Families of ELL's are at an inherent disadvantage when deciding how best to support their children. In response, Pelha Academy will offer a series of workshops intended to help families answer the question "How Can I Help My Child Succeed".

Schedule and Duration: The workshops will be hosted during and afterschool, lasting anywhere from 30-90 minutes (depending on the topics covered, number of participants and needs of the families in attendance). Tentative dates for the workshops are: 1/11/13, 2/8/13, 3/8/13, 4/12/13 & 5/10/13. Determination of what topics will be covered on what days will be established as a result of a parent survey to be initiated by our parent coordinator and ESL instructors.

Name of Providers: ESL instructors, Vicky Machado and Claire Wallace, Parent Coordinator, Alfredo

**Part D: Parental Engagement Activities**

Conde, Guidance Counselor, Marco Pardo and Bilingual Social Worker Vabessa Velez

Topics to be covered: Academic supports at home, supports and resources available in the community, understanding and preparing for college readiness and how that impacts ELL's, the High School Articulation process.

Parents will be notified via direct mail, backpacking of notice and telephone calls home. In addition, students will be offered the chance to win small incentives if their families attend.

**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>		
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>		

