



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME: PELHAM PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **11X542**

PRINCIPAL: **CARLOS SANTIAGO** EMAIL: **CSANTIAGO@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **CARRON STAPLE**

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
Carlos Santiago	*Principal or Designee	
Virna Feliciano	*UFT Chapter Leader or Designee	
Francesca Esposito	UFT Teacher	
Amy Perez	*PA/PTA President or Designated Co-President & Parent	
Theresa Garcia	DC 37 Representative, if applicable	
Andrea Cuevas	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Daniel Perez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Mikhala Baker-Williams	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Debbie Tinelli	Member/Parent	
Juanita Beltran	Member/Parent	
Edith Cuevas	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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

We will create a professional development program aimed at implementing Common Core Learning Standards in the classroom so as to build students' writing abilities to improve overall student performance on the Global Studies Thematic Essay by 11%, from an average score of 1.8 to 2.0 in the 2012-13 school year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our '10-'11 academic year Quality Review report recommended we "Implement a year-long professional development plan with long-term impact tightly aligned to school-wide goals and ensures improved teacher practices and student outcomes". Therefore, the goal of our school is to focus on literacy and improving students' writing skills. By working with the English and Social Studies teachers together, our professional development is aimed implementing Common Core Learning Standards and at students being able to apply their writing skills to the Global Studies thematic essay. Last year, our students averaged a score of 1.81 out of 5 on the thematic essays. This is clearly an area of needed improvement.

Instructional strategies/activities

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

Inquiry teams, composed of teachers, administration and guidance staff, will work to gather data through ARIS, TeacherEase (an online grading and communication system with accounts for parents, students and staff), scholarship reports, ATS item analysis for Global Regents exam, and student work samples (thematic essay and DBQs). This data will enable pedagogical staff to individualize the instruction for our students as well as provide early intervention to improve student performance on the Global Regents Exam's thematic essay.

Additional instruction will be provided via tutoring, and a Global Regents Prep course. These services will be offered by each teacher on staff, as well as by the GEAR UP Program (sponsored by Lehman College) and The TRIO Program (sponsored by Lehman College).

The PBIS (Positive Behavior Intervention and Support) program will focus on rewarding students for achieving academic success. The goal of the program will be to encourage and motivate students to perform at higher levels academically while providing incentives for them. In this case, students will be rewarded for improvement on their thematic essays.

All pedagogical staff will be involved in this process. Support staff will assist in running the PBIS program, ongoing communication with parents, and maintaining of records. Lehman College personnel working with the GEAR UP and TRIO programs will also assist through their tutoring programs and additional courses offered. Intensive PD on the implementation of Common Core Learning Standards will be provided to our pedagogical staff.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **TeacherEase (an online grading and communication system) will allow for communication between staff and parents, as well as provide parents with access to data on student progress in Global History.**
 - **Grade level workshops with parents will be held to discuss credit accumulation, progress to graduation, and Regents Exam requirements, including strategies on how to assist and support students at home.**
 - **providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;**
 - **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
 - **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
 - **providing assistance to parents in understanding City, State and Federal standards and assessments;**
 - **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;**
 - **conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;**
 - **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 parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;**
 -

Budget and resources alignment

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

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

X Tax Levy X Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title 1 Per Session for Guidance Counselor, Social Worker and Teachers to work on implementing Common Core Learning Standards, provide**

- additional instruction to students, and provide training workshops to parents.
- Title 1 Education Consultants to provide professional development to pedagogical staff and to administrators.
- Title 1 Parent Involvement money to empower parents to be active participants in their children's education and in the realization of the above-mentioned goal.
- Title 1 Supply monies to purchase any necessary items needed to accomplish this goal, such as copy/printer paper, pens and pencils, etc...
- Tax Levy monies used for before/after school per session for tutoring and credit recovery.
- Tax Levy monies used to purchase supplies necessary for staff to accomplish this goal.
- Tax Levy Parent Involvement money to encourage and support parent involvement allowing parents input into progression towards this goal.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

There will be a 3% percent increase of students in the lowest third earning 10+ credits in the 2nd year from 42.9% to 45.9% in the 2012-13 school-year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The 2011-2012 Progress Report indicated that 42.9% of our students in the lowest third in the 2nd year earned 10+ credits. Students need ten or more credits per year in order to accumulate the amount of credits needed to graduate High School.

Instructional strategies/activities

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

Inquiry teams, composed of teachers, administration and guidance staff, will work to gather data through ARIS, TeacherEase (an online grading and communication system with accounts for parents, students and staff), scholarship reports and student work samples. This data will enable pedagogical staff to individualize the instruction for our students as well as provide early intervention to ensure that students are on track and making progress to earn the 10+ credits.

Additional instruction will be provided via tutoring, StudyIsland (an online enrichment and tutorial program accessible via any internet enabled device) and Regents Prep courses. These services will be offered by each teacher on staff, through Peer Tutoring, and mentoring as well as by the GEAR UP Program (sponsored by Lehman College) and The TRIO Program (sponsored by Lehman College).

The PBIS (Positive Behavior Intervention and Support) program will focus on rewarding students for achieving academic success. The goal of the program will be to encourage and motivate students to perform at higher levels academically while providing incentives for them.

Our probation sheet program will allow for monitoring of student progress on a daily basis, while maintaining communication with parents. Students will carry a probation sheet, which they will have signed by every teacher indicating their daily progress. The sheet is taken home, signed by a parent and returned to the guidance office.

All pedagogical staff will be involved in this process. Support staff will assist in running the PBIS program, ongoing communication with parents, and maintaining of records. Lehman College personnel working with the GEAR UP and TRIO programs will also assist both in and out of the classroom.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **TeacherEase (an online grading and communication system) will allow for communication between staff and parents, as well as provide parents with access to data on student progress in Global History.**
 - **Grade level workshops with parents will be held to discuss credit accumulation, progress to graduation, and Regents Exam requirements, including strategies on how to assist and support students at home.**

Budget and resources alignment

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

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title 1 Per Session for Guidance Counselor, Social Worker and Teachers to work on implementing Common Core Learning Standards, provide additional instruction to students, and provide training workshops to parents.**
- **Title 1 Education Consultants to provide professional development to pedagogical staff and to administrators.**
- **Title 1 Parent Involvement money to empower parents to be active participants in their children's education and in the realization of the above-mentioned goal.**
- **Title 1 Supply monies to purchase any necessary items needed to accomplish this goal, such as copy/printer paper, pens and pencils, etc...**
- **Tax Levy monies used for before/after school per session for tutoring and credit recovery.**
- **Tax Levy monies used to purchase supplies necessary for staff to accomplish this goal.**
- **Tax Levy Parent Involvement money to encourage and support parent involvement allowing parents input into progression towards this goal.**

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Increase attendance rate for seniors by .31% from 89.69% to 90% for the 2012-13 school-year.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

While we were able to achieve our goal of surpassing 90% attendance during the 2011-2012 school year, the 12th grade had an end of year attendance rate of 89.69%. Therefore, the goal is to increase the attendance rate for Seniors to 90%, or better. On the 2011-2012 Progress Report, the school received 3.1 points out of a possible 5 points for attendance. Increasing the Senior (12th grade) attendance rate will result in a higher score in the School Environment category.

Instructional strategies/activities

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

Attendance will be integrated into the PBIS (Positive Behavior and Intervention and Support) program providing incentives for students to have excellent attendance. The objective of the PBIS program is to draw attention to and reward the positive behaviors exhibited by students rather than focus on the negative behaviors and actions of a select few. The school's attendance rate will be announced daily during morning announcements. Classes with perfect attendance will also be recognized and rewarded accordingly.

Intervention strategies, led by the efforts of the Attendance Team, including conferencing with students and/or parents, peer mentoring, counseling and conduct/probation sheets will be utilized to improve the attendance of identified students/subgroups with attendance issues.

All staff including pedagogical staff, office support staff and security personnel will be involved in the development, implementation and adaptation of the PBIS program. Guidance, pedagogical staff as well as administration will be involved in conferencing and other intervention strategies.

The PBIS store will allow students to use the "money" (school produced currency) earned through positive behaviors, including excellent attendance records, to purchase items, such as drinks, snacks, supplies, memorabilia and other rewards.

Attendance taking procedures will be adhered to and monitored to ensure that accurate attendance is being recorded.

Attendance rates will be monitored daily. Particular attention will be given to identified individuals and subgroups needing intervention.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - **The attendance team will lead the efforts to identify attendance issues/concerns and intervene in order to maintain student attendance at 90% or better. The team will meet weekly and assist pedagogical staff in contacting parents, conferencing with students and monitoring progress.**
 - **TeacherEase (an online grading and communication system) will allow for communication between staff and parents, as well as provide parents with access to data on student progress in Global History.**
 - **Grade level workshops with parents will be held to discuss credit accumulation, progress to graduation, and Regents Exam requirements, including strategies on how to assist and support students at home.**

Budget and resources alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title 1 Parent Involvement money to empower parents to be active participants in their children's education and in the realization of the above-mentioned goal.**
- **Title 1 Supply monies to purchase any necessary items needed to accomplish this goal, such as copy/printer paper, pens and pencils, etc...**
- **Tax Levy monies used for before/after school per session for tutoring and credit recovery.**
- **Tax Levy monies used to purchase supplies necessary for staff to accomplish this goal.**
- **Tax Levy Parent Involvement money to encourage and support parent involvement allowing parents input into progression towards this goal.**

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> ➤ Summer-bridge program for incoming 9th graders (small group) ➤ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➤ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➤ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday in the spring ➤ Web-based educational resources such as Study Island and PLATO (before/during/after-school) 	<ul style="list-style-type: none"> ➤ Classes of 20 students ➤ Varied ➤ Varied ➤ Small group and/or one-to-one ➤ Individual (online) 	<ul style="list-style-type: none"> ➤ Summer school program ➤ During school, after-school, and Saturday program ➤ After-school and Saturday program ➤ Before or after-school ➤ Any time of day

<p>Mathematics</p>	<ul style="list-style-type: none"> ➤ Summer-bridge program for incoming 9th graders (small group) ➤ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➤ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➤ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday in the spring ➤ Web-based educational resources such as Study Island and PLATO (before/during/after-school) 	<ul style="list-style-type: none"> ➤ Classes of 20 students ➤ Varied ➤ Varied ➤ Small group and/or one-to-one ➤ Individual (online) 	<ul style="list-style-type: none"> ➤ Summer school program ➤ During school, after-school, and Saturday program ➤ After-school and Saturday program ➤ Before or after-school ➤ Any time of day
<p>Science</p>	<ul style="list-style-type: none"> ➤ Summer-bridge program for incoming 9th graders (small group) ➤ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT 	<ul style="list-style-type: none"> ➤ Classes of 20 students ➤ Varied 	<ul style="list-style-type: none"> ➤ Summer school program ➤ During school, after-school, and Saturday program

	<p>Prep on Saturdays in the spring</p> <ul style="list-style-type: none"> ➤ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➤ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday in the spring ➤ Web-based educational resources such as Study Island and PLATO (before/during/after-school) 	<ul style="list-style-type: none"> ➤ Varied ➤ Small group and/or one-to-one ➤ Individual (online) 	<ul style="list-style-type: none"> ➤ After-school and Saturday program ➤ Before or after-school ➤ Any time of day
Social Studies	<ul style="list-style-type: none"> ➤ Summer-bridge program for incoming 9th graders (small group) ➤ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➤ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➤ Small group and one-to- 	<ul style="list-style-type: none"> ➤ Classes of 20 students ➤ Varied ➤ Varied ➤ Small group and/or one-to- 	<ul style="list-style-type: none"> ➤ Summer school program ➤ During school, after-school, and Saturday program ➤ After-school and Saturday program ➤ Before or after-school

	<p>one teacher tutoring provided before or after schools and on Saturday in the spring</p> <ul style="list-style-type: none"> ➤ Web-based educational resources such as Study Island and PLATO (before/during/after-school) 	<p>one</p> <ul style="list-style-type: none"> ➤ Individual (online) 	<ul style="list-style-type: none"> ➤ Any time of day
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> ➤ Counseling and referral services available through School Psychologist, Social Worker and Guidance Counselors 	<ul style="list-style-type: none"> ➤ Small group and one-to-one 	<ul style="list-style-type: none"> ➤ Before school, during school and/or after school

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.

To attract the best teachers, we attend hiring fairs organized by the DOE. We also recruit staff members through the Teaching Fellowes Program, teacher education programs from local colleges and universities as well as through the Open Market system. We also actively maintain a database of teachers' resumes and referrals with which to cull new candidates. Teachers are interviewed initially by the school's administrators, and then by our interviewing committee. Candidates are then invited to perform a series of demonstration lessons to ensure we are getting the highest-quality teachers available.

All our teachers are highly qualified staff. We provide extensive professional development through in-house activities, training provided by our own administrators, teacher leaders, through outside organizations including our CFN, local colleges/universities, and private organizations.

On-going professional development is critical to the success of our school as it is the tool to ensure that our staff is highly qualified. It is focused on the knowledge and skills related to the development and implementation of school programs and policies, educational pedagogy, and innovative instructional strategies to help students achieve higher standards. Such discourse takes place during common planning time (inquiry team) meetings, and monthly professional development days. Professional development is facilitated by internal staff members, our Children's First Network (#603) and other external organizations. The University of Vermont, our lead partner, provides a liaison which conducts workshops for staff and students relating to Early College Awareness. The University of Vermont and Jet Blue Airlines, our significant second partner, have provided staff development on the University campus. Professional development is also offered to teachers in more technological areas, such as SmartBoard training, basic/intermediate and advanced computer skills, and the use of other online resources including TeacherEase (an online grading software) and StudyIsland (an online assessment/tutorial software).

Pelham Preparatory Academy

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

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

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

Pelham Preparatory Academy

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz	District 11	Borough Bronx	School Number 542
School Name Pelham Preparatory Academy			

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

Principal Carlos Santiago	Assistant Principal
Coach	Coach
ESL Teacher Virna Feliciano	Guidance Counselor Josh Javer, Carolina Leroy
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader Lawrence Pendergast	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	510	Total Number of ELLs	11	ELLs as share of total student population (%)	2.16%
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Part II: ELL Identification Process

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

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

Parents of students who enroll in the NYC school system for the first time are asked to complete the Home Language Identification Survey (HLIS) that is administered by the ESL teacher, Ms. Virna Feliciano. On the HLIS, if parents indicate a language other than English, the ESL coordinator along with trained staff, conducts an informal interview with the parent and student to determine the student's home language and former level of education. If there is no member on staff that speaks the language of the parent, a translator is sought to assist in communicating with the parent. The ESL coordinator then administers the LAB-R, and the Spanish LAB as needed. The teacher handscores the student answer document to determine the student's level of English proficiency.

Following the LAB-R, the ESL coordinator and trained staff conduct a parent orientation during which the DVD describing the three programs offered by the NYCDOE are shown (Transitional Bilingual Education-TBE, dual language, ESL). Parents then complete and sign the Parent Survey and Program Selection Form. If parents select TBE, their names will be added to a list of parents requesting TBE. When the list has 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12, all speaking the same native language, the school will create a bilingual program, as per CR Part 154.

Initially, the school mails and also backpacks the Selection Form letters to parents. At the same time, the ESL teacher, along with the assistance of office support staff, contacts parents and sets up appointments with parents. Parents are given a brief workshop on making a selection. They are shown the ELL Parent Information video at the school. The video is also available online.

The Selection Form letters are filed in student files by the guidance department. A copy is also maintained by the ESL coordinator.

Based on the parent Program Selection Form and the student's hand scored LAB-results, the student is appropriately placed within 10 days of enrollment. Entitlement letter and placement letters are sent to the parent. The parent orientation is ongoing to ensure student is placed according to their level within 10 days of enrollment. All communications, forms, letters are presented in English as well as the student's home language.

Currently, all parent program selection forms indicate ESL as the preferred program. Our freestanding ESL program is aligned with parent requests.

In the Spring of every academic year, every ELL student who are eligible to take the NYSESLAT (according to RLAT on ATS) is administered the test. Based on the modalities (scores) for each child, instruction is adapted to best meet the needs of each individual student.

To date, 100% of the parents of ELL students have opted to enroll their children in the ESL program provided by the school. The program is aligned with ESL standards. Data obtained from the NYSESLAT, TeacherEase (an online grading program and communication tool), Acuity (ScanTron), ARIS and the CFN Data tool are used to make informed decisions regarding curriculum and

instruction based on the individual needs of ELL students.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	6

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

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	
Dual Language										0
ESL	3	0	1	2	0	2	6	1	4	11
Total	3	0	1	2	0	2	6	1	4	11

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

We offer a freestanding ESL program. The ELLs are scheduled for ESL instruction heterogeneously during one period each day. The students are then grouped homogeneously by proficiency level for an additional period. All ELLs receive the mandated minutes of ESL instruction for each proficiency level. Beginning ELLs receive 540 minutes, Intermediate ELLs receive 360 minutes and Advanced ELLs receive 180 minutes ESL and 180 minutes of ELA instruction. The ages and grade levels of ELLs are taken into consideration by the ESL teacher, guidance, and administration when deciding placement and services along with the instructional/learning needs of each individual student. Prior to entry to the school, incoming 9th grade ELLs are offered a seat in our Bridge program. If possible, students entering the upper level grades (10-12) are offered seats in summer school, if necessary, in the summer prior to their start at our school.

The ESL teacher collaborates with the content area teachers weekly to plan lessons and share ESL strategies. They work together to find ways of scaffolding and reinforcing content to make it more comprehensible to ELLs. The teachers focus on explicit vocabulary building. Native Language support (translated text, bilingual dictionaries, buddy system) is provided in all subject areas to increase student comprehension. In addition, the ESL teacher provides one-on-one tutoring during the school day as well as after school, as needed.

The ESL teacher has access to rooms with SmartBoards, a mobile laptop cart, online programs including TeacherEase and StudyIsland. This technology allows the teacher to provide students with audio/video pieces, as well as to implement interactive experiences through games, and other activities via the internet. Library and reference materials are also provided in the classroom. Students and parents are able to access TeacherEase and StudyIsland from anywhere with internet access. Books and other textbooks used in class are determined during conversations had between guidance, ESL teacher, and administration, taking into consideration the particular needs of our ELLs population.

To differentiate instruction, the ESL teacher and content area teachers review the NYSESLAT, Acuity, ARIS data, as well as student work to assess student progress.

SIFE students are invited to attend one-on-one tutoring during the school day as well as after school. Native language support is provided to strengthen literacy in their home language. The ESL teacher works on explicit academic vocabulary building. Guidance counselors work with SIFE students to support their social-emotional progress. SIFE students also develop higher order thinking skills through sorting, analyzing, and synthesizing reading passages appropriate to their comprehension level. The students' progress is evaluated regularly to determine appropriate interventions.

Newcomers receive one-on-one tutoring with the ESL teacher during the school day. Content area teachers also provide small group

A. Programming and Scheduling Information

instruction to support newcomers in vocabulary building, reading comprehension, study skills, organization skills, notetaking strategies, building listening and speaking skills, in addition to social skills.

While ELLs receiving 4-6 years of service are typically fluent in their social language, they need additional support in developing their cognitive academic language proficiency. To motivate this group of ELLs, we utilize the Smartboard, audio/visual materials, presentations, field trips, and small group work. Content area teachers are encouraged to pair ELLs with high achieving English speaking students. English-Spanish glossaries are also available to ELLs. There are also targeted intervention programs for ELLs in ELA, Math and other content areas. Students are offered additional tutoring before, and/or after school, as well as during Saturday school. Plato Online classes are also offered as intervention for ELLs students. These programs are offered in all content areas. Assistance is provided in the student's native language where necessary. After an ELL has tested out of ESL via the NYSESLAT, the ESL teacher and guidance staff remain an ongoing communication with each student to monitor the student's progress and ensure that services needed are being provided. Students are still offered additional tutoring as well as access to Plato Online classes. During this time, students are still provided with glossaries and their testing modifications in all classes.

Long-term ELLs receive personalized attention from all teachers to address their particular learning styles. Teachers focus on vocabulary building, test preparation, note-taking skills, study skills, and synthesizing ideas to support the long-term ELLs. Counselors provide career guidance. All students in grades 11-12, as well as selected freshmen and sophomores are invited to visit colleges (CUNY, University of Vermont, SUNY).

In the future, the school is providing both the ESL teacher as well as general content teacher with more professional development on strategies for teaching language acquisition to ELLs. Technology is being more readily available to students in the classroom during class as well as before and after school.

Intervention programs including tutoring, and credit recovery courses are offered to all students in the school including ELLs. Funding for these programs come from Title I, Fair Student Funding, and Contract For Excellence.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

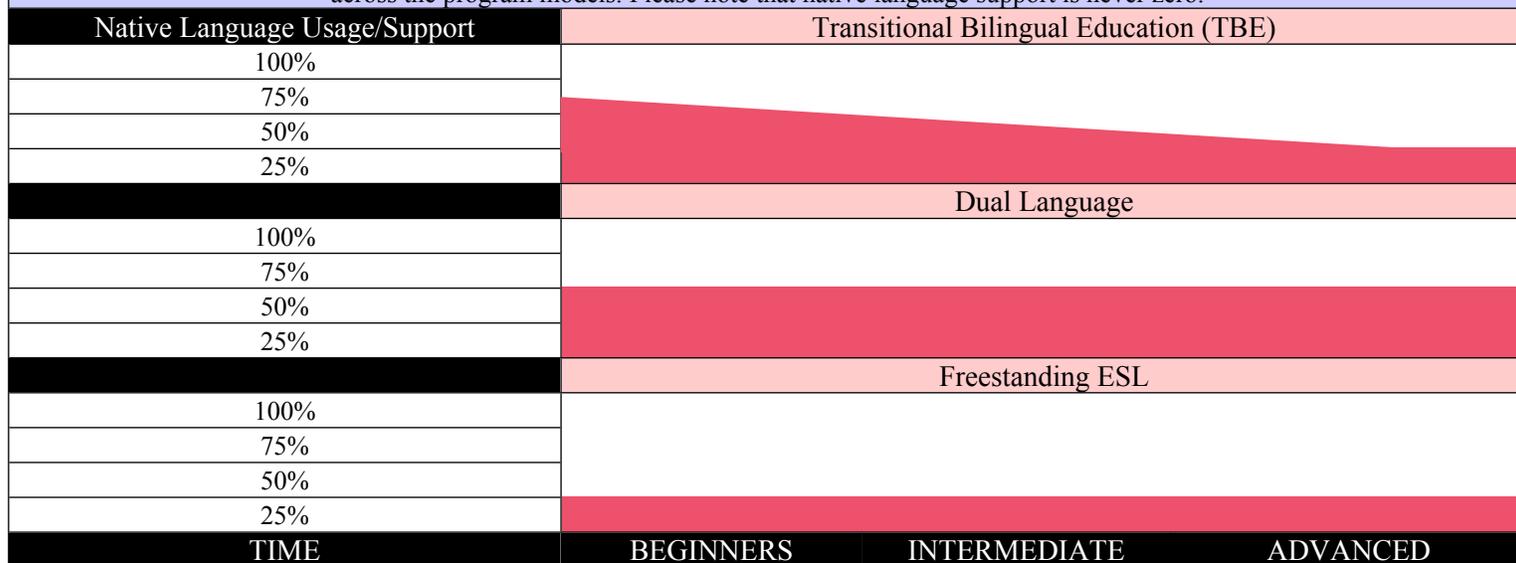
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

The targeted ELL subgroup is all ELL students whose NYSESLAT test scores did not show improvement in the reading and writing modalities. There are also students who take Regents repeatedly and do not pass. ESL and content area teachers work collaboratively to ensure progress by providing after-school tutoring to prepare them for Regents Exams.

Transition for ELLs who have reached proficiency on the NYSESLAT are continued for two years. All teachers are informed that ELLs are entitled to extended time on standardized tests. They are also entitled to bilingual glossaries and have the option of taking Regents Exams in their native language.

An after school program is on-going for all students including the ELLs and former ELLs. ELLs are invited to join in afterschool activities, student union, sports groups, field trips to performances and visits to colleges. In addition, our school has joined the dance club on the school campus composed of five schools. ELLs are free to audition for the dance team

During daily lesson, all content area teachers use PowerPoint and a SmartBoard. ELLs are encouraged to use computers to type essays for ESL and their other content area classes.

In the freestanding ESL class and in all content area classes students are provided maximum native language support. Materials include: bilingual dictionaries, translated texts, glossaries. Students are instructed on dictionary skills and are encouraged to utilize them.

Required services do correspond to ELLs' ages and grade levels because additional tutoring in all content areas is provided during the regular school day.

Each year, we offer the Bridge program for incoming 9th graders.

At our school, we offer the Spanish language class.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Assistant Principals, teachers and other staff members working with ELLs receive an individualized professional development program tailored to their specific needs in providing services and assistance to ELLs. Professional development is provided by the CFN, BETAC, OELL, ARIS Learn, as well as by other providers and consultants. A log of this training is kept by the Principal to ensure that each staff member is adequately trained and prepared to service ELLs.

Teachers attend external PD Sessions offered by DOE, Network, and other agencies. Inquiry work at school level includes addressing the needs of ELLs and differentiating instruction to meet their needs. This is done during the common planning time and monthly PD meetings.

Last summer, the ESL teacher completed a PD on "Differentiated Instruction" and "Supporting Struggling Students with Rigorous Instruction" offered by KDS.

All teachers of ELLs are offered opportunities to attend workshops offered by BETAC and OELL like the workshop on "Improving Outcomes for ELLs and SWDs PD", December 21, 2011.

To help ELLs in their transition from middle school to high school, the school provides a summer bridge program. The ESL teacher also regularly meets with general content teachers and guidance to discuss ways of addressing the needs and progress of ELLs.

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?

To ensure parent involvement, we communicate with the parents of ELLs regularly. This involves the ESL teacher, content area teachers, guidance counselors, principal, attendance teacher, and office staff. Parents are provided with workshops aimed at providing services they need as parents of ELLs. Parents also come in regularly to conference with guidance, administration and teachers regarding student progress. These conferences allow us to survey parents and address their ongoing needs. Translation services are provided by staff members. If the native language is not spoken by someone on staff, translation services are sought from NYC DOE provider.

At present, the school doesn't have any affiliation with any agencies or Community Based Organizations that provide workshops or services to ELL parents.

Parents are welcomed to our school through the initial parent orientation, and a minimum of two parent meetings a year. In addition, parents are invited to small focused group meetings to inform them of student progress and development. All parent concerns and needs are addressed promptly.

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)										0	0	0	0	0
Intermediate(I)										2	8	0	0	10
Advanced (A)										0	1	0	0	1
Total	0	0	0	0	0	0	0	0	0	2	9	0	0	11

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	1			
Integrated Algebra	8			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment	3			
Physics				
Global History and Geography	2			
US History and Government	2			
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)									

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
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.

Our school uses data from Acuity, NYSESLAT results, ARIS, TeacherEase, and StudyIsland to assess literacy skills of the ELLs. The data provide the levels and proficiency of the ELLs in the four modalities and in different content areas. This information will help all teachers to focus on the skills needed by students for each ELL to become more proficient. NYSESLAT and LAB-R data reveal that most students score higher in the listening and speaking modalities. Therefore, our instruction will focused more on strengthening the students' reading and writing skills.

The data on the LAB-R and NYSESLAT show that 10 of 11 students are intermediate. Seven of eleven students are proficient in listening and speaking modalities. Across all grades, 11 of the 11 ELLs fall into the advanced and intermediate modalities.

School leadership and teachers are constantly monitoring the progress of these students to meet their individual needs. Inquiry work is done at the grade level to adjust instruction for each of these students. Parents, students and staff meet periodically to review the student's progress and adapt the instructional program to maximize student achievement.

The native language of each ELL is used where necessary. For example, students taking state assessments, such RCTs and/or Regents receive instructional preparation utilizing the tests in both languages (English and the native tongue). Glossaries are provided in the student's native language to assist during daily activities.

We evaluate the success of ELL programs based on the students' test results in the NYSESLAT, the Regents Exams, and their grades in their content area classes.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Pelham Preparatory Academy</u>		School DBN: <u>11x542</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Carlos Santiago	Principal		12/1/11
	Assistant Principal		
	Parent Coordinator		
Ms. Virna Feliciano	ESL Teacher		12/1/11
Yudith Valerio	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Carolina Leroy	Guidance Counselor		12/1/11
Lawrence Pendergast	Network Leader		12/1/11
Josh Javer	Other <u>Guidance Counselor</u>		12/1/11
	Other		1/1/01
	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: 11x542 **School Name:** Pelham Preparatory Academy

Cluster: 6 **Network:** 603

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

Part A: Needs Assessment Findings

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

The language needs of our school have been identified by the Home Language Survey, and by meetings with parents. Our families speak a total of seventeen languages (Afrikaans, Albanian, Arabic, Chinese, English, French-Khmer, Haitian Creole, Hausa, Khmer, Macedonian, Russian, Spanish, Swedish, Ukranian, Wolof, Yonba, and Yoruba), but translation services are only needed for four languages (Spanish, Albanian, Vietnamese and Cambodian). Translation services are needed for 50 students. The majority of those families speak Spanish. Staff members are informed of our families' spoken languages and/or language preferences when they view student biographical information, which are binders located in administrative offices used to contact parents. This information is also disseminated at staff meetings to ensure that we are communicating successfully and meaningfully with parents. Our bilingual administrator, social worker and the guidance counselor serve as interpreters for parents. Teachers are sometimes utilized as interpreters as well when needed (depending on the language). The school utilizes the internet to translate documents for parents in their native language. When necessary, staff members (fluent in other languages, such as Albanian) from other schools on the campus also serve as translators. The Department of Education provides a copy of the Discipline Code Book in a variety of languages.

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.

Parents feel a sense of community and it is more personal when they receive notification in their native language. Parents have provided positive feedback for being able to communicate with us in their native tongue due to our efforts to ensure translation services are available. We have a variety of cultures and languages that are spoken in our school. To better serve the needs of our students and their families, we do all that we can to ensure that translation services are available at teacher Conferences, general meetings with parents, and informational workshops.

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.

Our bilingual administrator, social worker and the guidance counselor serve as interpreters for parents.
Teachers are sometimes utilized as interpreters as well when needed (depending on the language).
The school utilizes the internet to translate documents for parents in their native language.
When necessary, staff members (fluent in other languages, such as Albanian) from other schools on the campus also serve as translators.
The Department of Education provides a copy of the Discipline Code Book in a variety of languages.

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.

Our bilingual administrator, social worker and the guidance counselor serve as interpreters for parents.
Teachers are sometimes utilized as interpreters as well when needed (depending on the language).
Staff members (fluent in other languages, such as Albanian) from other schools on the campus also serve as translators.

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

Parents requiring language assistance are given the Bill of Parent Rights and Responsibilities:
in person during conferences and meetings
via postal mail service
and with students via "backpack".

Signs indicating translation service availability are posted throughout the school and in offices.