



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: EL PUENTE ACADEMY
DBN (i.e. 01M001): 14K685
Principal: WANDA VAZQUEZ
Principal Email: WVAZQUE3@SCHOOLS.NYC.GOV
Superintendent: AIMEE HOROWITZ
Network Leader: NANCY SCALA

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Wanda Vazquez	*Principal or Designee	
Joseph Matunis	*UFT Chapter Leader or Designee	
Ummi Modeste	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Wendy Santos Brandon Cunalata	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Frances Lucerna	CBO Representative, if applicable	
Jackeline Morel	Member/ SLT Chairperson - Parent	
Yolanda Morel-De Peña	Member/ SLT Co-Chairperson - Parent	
Ana Perez	Member/ SLT Secretary - Parent	
Tina Lee	Member/ Staff	
Priscilla Rivera	Member/ Staff	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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.

100% of Students will engage in two Common Core aligned units of study in Math, ELA, Social Studies and Science.

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.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The Humanities (English and History), Math, and Science Departments will meet monthly to assess student work, and develop units of study that are aligned to the Common Core Learning Standards, and align the four year course sequence to the Common Core Learning Standards.
2. The Humanities (English and History), Math, and Science Departments will meet monthly to develop common assessments to determine student progress towards Common Core Learning Standards across the grades and subject areas, and use the results of the assessments to adjust curricula and instruction.
3. Content Teachers will meet with Special Education and ELL teachers in grade teams once a month to examine student work and implement best practices and strategies to effectively provide multiple entry points for students in these subgroups.

B. Key personnel and other resources used to implement each strategy/activity

1. Math, Humanities, and Science Teachers, Lead teachers, Network Liaisons, Supervisors, Common Core Aligned curriculum guides
2. Math, Humanities, and Science Teachers, Lead teachers, Network Liaisons, Supervisors, Common Core Aligned curriculum guides
3. Math, Humanities, and Science Teachers, Special Education and ELL teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, all students will have engaged in common core aligned units of study in Math, Science, English, and Social Studies.
2. We will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, all students will have taken Common Core aligned assessments in Math, Science, English, and Social Studies.
3. We will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, all students will have engaged in common core aligned units of study in Math, Science, English, and Social Studies.

D. Timeline for implementation and completion including start and end dates

1. Between September 9, 2013 and June 14, 2014, will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, all students will have engaged in common core aligned units of study in Math, Science, English, and Social Studies.
2. Between September 9, 2013 and June 14, 2014, will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, all students will have taken Common Core aligned assessments in Math, Science, English, and Social Studies.
3. Between September 9, 2013 and June 14, 2014, will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, all students will have engaged in common core aligned units of study in Math, Science, English, and Social Studies.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Department meetings, curriculum committees, common preparation times, professional development
2. Department meetings, common preparation times, professional development
3. Common preparation times, professional development

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).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	X	Title III	X	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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.

75% of our students will engage in experiential learning experiences through hands on projects, performance based assessments, cultural events/activities, and trips.

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.

El Puente Academy for Peace and Justice analyzed course passing rates, progress reports, report cards, the Learning Environment survey, and DY0 Assessment Data to determine this goal. As part of the instructional expectations set forth by New York City Department of Education; we have identified the need to engage all students in shared learning experiences that will enhance students background knowledge and engagement with learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will work collaboratively in grade teams to create integrated text based curriculum that is in alignment with our instructional focus. They will ensure that texts, performance based projects/assessments, and experiences enhance each other to strengthen students background knowledge and engagement with learning. Text based activities will take place in addition to rich, shared experiential learning through hands-on arts projects, cultural activities, events and trips.
2. Every department will work together and in consultation with the Instructional liaison, the ELL and special education coordinator to create performance tasks and rubrics that provide opportunities for interdisciplinary alignment to texts read in class; by connecting learning to a shared experience; through a trip, project, performance, etc., students will gain a deeper understanding of the content.
3. English Language Learners will participate in arts based extended day programming that is connected to their academic courses and supports language acquisition.
4. Students will participate in or lead activities/workshops for our cultural arts event days- Unity Day, Fly Girl Festival, and the Integrated Arts Project.

2. Key personnel and other resources used to implement each strategy/activity

1. All Teachers, Lead teachers, ELL coordinator, Special Education coordinator, Network Liaisons, Supervisors, community coordinator, and community associates.
2. Principal, assistant principal, all teachers, lead teachers, ELL coordinator, Special Education coordinator, El Puente CBO, community coordinator, community associates, para professionals, and parent coordinator.
3. Tax Levy funds will be used to hire a community associate that will serve as community liaison and support teachers with administrative tasks related to trips, internships, service learning projects, etc.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will assess progress towards this goal at the end of each trimester through collaborative evaluation and analysis of student work and participation in experiential learning experiences.
2. We will assess progress towards this goal six times this year, once after finals every trimester and once after each cultural arts events day. The student data collected will be used to make necessary adjustments to our implementation plan.

3. We will assess progress towards this goal at the end of each trimester through collaborative evaluation and analysis of student work and participation in experiential learning experiences
 4. By June of 2014, 75% of our students will have engaged in an experiential learning activity that extends their understanding of common core aligned curriculum.
 - 5.
- 4. Timeline for implementation and completion including start and end dates**
1. Between September 9, 2013 and June 14, 2014, We will assess progress towards this goal six times this year, once after finals every trimester and once after each cultural arts events day. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2014, 75% of our students will have engaged in an experiential learning activity that extends their understanding of common core aligned curriculum.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6. Department meetings, curriculum committees, common preparation times, professional development sessions.
 7. Department meetings, curriculum committees, common preparation times, professional development sessions.
 8. Integrated arts Design Team Meetings, Internship meetings, advisories, and after school programing.

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA	X	Title III	X	Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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.
 80% of El Puente Academy students in grades 9-11 will take the PSAT's.

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.
El Puente Academy for Peace and Justice analyzed course passing rates, progress reports, report cards, DY0 Assessment Data, PSAT pass/fail rates, Where are they now reports?, and the National Clearinghouse Data to determine this goal. We have identified the need to increase the numbers of students participating in the PSATS to more effectively support our to meet the standards for college and career readiness.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
1. *Our college advisors will prepare students and staff to prep, proctor, and take the PSAT.*
 2. *9th, 10th and 11th grade students will take the PSAT.*
 3. *PSAT math problems and vocabulary words will be integrated into the curriculum each week.*
 4. *ELA and Math teachers will use data from PSAT exam results as a lever to drive instructional practices that will more effectively prepare students for college level work.*
- B. Key personnel and other resources used to implement each strategy/activity**

1. SWP and Tax Levy funds will be used to fund our Early College Awareness and Preparation Program. The program will provide grade based college/PSAT preparation workshops for students in grades 9-11 and their families, will host college trips, and fund the PSAT's for students in grades 9-11.
 2. College advisors, teachers, ELL and Special Education coordinator will develop curriculum and assessments to support students with PSAT preparation.
 3. Math and English Teachers
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. We will assess progress towards this goal twice a year.
- D. Timeline for implementation and completion including start and end dates**
1. By June of 2014 80% of our students in grades 9-11 will have taken the PSAT.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. College and career department will meet weekly to support planning, implementation, and assess the needs of our community.
 2. We will have all school PSAT day in October.
 3. Math and ELA teachers will meet with college advisors to review curriculum, student work, and post PSAT data to use as a lever for instructional change.
 4. Students in grades 9-11 will take PSAT preparation courses throughout the year.

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

XX	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

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.

Instructional Strategies/Activities

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 #5

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

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

4. Strategies/activities that encompass the needs of identified subgroups

1.

5. Key personnel and other resources used to implement each strategy/activity

1.

6. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

7. Timeline for implementation and completion including start and end dates

1.

8. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Student identified as low performers in ELA must attend tutoring sessions that to support in developing reading and writing strategies. Students will learn about strategies to draw meaning from text. They will use syntactic, graph phonic and semantic strategies to decode meaning. In addition, we have a Saturday Academy that provides Regents prep for ELA exam and to support the completion of the graduation level Literary Analysis English Portfolio.	Service is provided in small groups, one to one, and during tutoring.	Service is provided before, after, and during the school day.
Mathematics	Students identified as low performers in mathematics are mandated to attend tutoring sessions and math labs to support acquisition and development of fundamental math skills.	Service is provided in small groups, one to one, and during tutoring.	Service is provided before, after, and during the school day.
Science	We provide before and after school tutoring for students in the 9 th -11 th grade to support their ability to comprehend scientific methods and procedures. We also offer Saturday Academy classes for students in the 12 th grade to support completion of	Service is provided in small groups, one to one, and during tutoring	Service is provided before, after, and during the school day.

	the graduation level Science research project.		
Social Studies	Students who are struggling in their History classes are mandated to attend tutoring sessions and Research workshops to support and develop their ability to conduct research, read and write for information, and comprehension of History Context. We also offer Saturday academy classes for student in the 12 th grade to support the completion of the graduation level Economics Research Paper. .	Service is provided in small groups, one to one, and during tutoring	Service is provided before, after, and during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor and social worker meet with students on a one-to-one basis and/or in groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind spirit, and community.	Service is provided in small groups during advisories, during one to one or group HIP/guidance sessions, through one to one mentoring	Service is provided during the school day.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 6. All elements of the *All Title I Schools* section must be completed*.
- 4. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 5. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>There are several things that we do in order to attract HQT and maintain HQT, such as:</p> <ol style="list-style-type: none"> 1. Rigorous Multi-Tiered Hiring Process (Recruitment): Our hiring process includes various steps in order to attract and maintain HQTs. We begin with attending diverse job fairs, posting on Idealist, and emailing our job posting to various listserves. From there we invite potential candidates to an Open House where they are able to interact with DOE staff, GSS staff, and students. The participants are able to engage in conversation about the youth development principles and pedagogy. From the Open House we invite select candidates to interview. The interview includes: a classroom observation, a mock lesson with post-observation, a group interview with the committee, and a writing sample. From this process we have been able to hire exceptional candidates that believe in our mission. 2. Detailed Job Posting (Recruitment): Our job posting delineates what a teacher needs to have in order to meet our expectations. 3. Specific attendance PD for all staff (Support): During our full staff retreat in August, we present the year's attendance goal and allow teachers to develop their individual plans in order to support the larger goal (a 3% school wide increase). We will continue this work through monthly onsite all-staff PDs. The administrative team coordinates and facilitates the all-staff PDs and attendance is a consistent area to return to and revisit as a team. 4. Instructional Support Specialist (Support): New teachers receive specific one-on-one support through our lead teacher. The ISS person meets with new teachers biweekly and on a one-to-one basis as needed. 5. Frequent Observations (Support): The principal and assistant principal observes every teacher at least three times during each term (cycle). During these observations attendance interventions and strategies are addressed individually and addressed in the post-observation. 6. Teacher Leadership (Support and Retention): We have developed a position to be filled internally regarding Powerschools. We have a teacher leader who is able to train their peers, teaching artists, and will have a role in developing the trainings for families and parents. We have identified additional funding in order to compensate this teacher for their time and additional training. Our teacher leadership position allow teacher to receive targeted support and leadership opportunities in area of interest: technology, new teacher development, data, student voice and leadership, and curriculum development. 7. Collaboration between DOE and GSS (Support): Our Department of Education staff work in collaboration with Good Shepherd Services. The College Access Counselor works closely with the Guidance Counselor in order to support each student's development. Other staff members are kept up to date with frequent college and careers announcements via an electronic newsletter and during monthly meetings.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
We will provide ongoing professional development sessions for staff to enhance teacher effectiveness using the Danielson Framework. Our staff will meet once a week in departments to further develop and assess Common Core aligned units of study in all core academic areas. We will meet in grade teams

two times each trimester to review student data and create holistic action plans to support students development of attainment of mastery targets. We will provide ongoing professional development sessions for staff on the use of technology in the classroom, project based learning, culturally relevant education and self-directive improvement system.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Guidance Counselors and Social Worker are trained in Violence Prevention Program with outside school organization.
- Funding is allocated for students in Temporary Housing (STH) to ensure they have the materials and supplies needed to accommodate and ensure they are equipped with the items necessary for their learning and academic growth.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The school follows Consortium regulations and all assessments are designed by teachers, individually or in curriculum teams.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 14	Borough Brooklyn	School Number 685
School Name El Puente Academy for Peace and Justice		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Wanda Vazquez	Assistant Principal Waleska Velez
Coach Joe Matunis	Coach type here
ESL Teacher Carlos Rosello	Guidance Counselor Ana Lazala
Teacher/Subject Area type here	Parent Ummi Modeste
Teacher/Subject Area type here	Parent Coordinator Andy Capellan
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) Nancy Scala	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	235	Total number of ELLs	36	ELLs as share of total student population (%)	15.32%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	11
SIFE	8	ELLs receiving service 4-6 years	8	Long-Term (completed 6+ years)	14

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	15		5	8		3	16		7	39
Total	15	0	5	8	0	3	16	0	7	39

Number of ELLs who have an alternate placement paraprofessional:

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										10	13	8	2	32
Arabic													1	1
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	10	12	8	3	33

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										10	13	8	2	33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic													1	1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	10	13	8	3	34

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										3	3	2	1	9

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	7	4	0	13
Advanced (A)										2	6	4	0	12
Total	0	0	0	0	0	0	0	0	0	7	16	10	1	34

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		2	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We refer to past NYSESLAT scores and at times use the Fountas and Pinnel assessment system. 13.8% of our ELL students are intermediate in listening and speaking. 27.7% percent of our ELL students are advanced and 44.4% of our ELL students reach a proficient level. 13.8% of our students are beginners in reading and writing. 50% of our students are advanced while only 25% have reached proficiency levels in reading and writing. This data informs the school that our students are stronger in listening and speaking activities while reading and writing needs to be improved on. This information informs the ESL and content area teachers as to what direction instructional and supplemental programs need to go so as to meet our ELL student's needs. Furthermore the ESL teacher collaborates with content area teachers and develop strategies that help improve and strengthen these four modalities.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The ELL student population needs more instruction tailored to improve reading and writing skills. 0% of our students are at a proficient reading and writing level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Instruction must be modified in order to improve reading and writing skills. The data reveals that 0% of our ELL students are at proficient reading and writing levels.
4. For each program, answer the following:
 - a. 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?
 - a. The most noticeable patterns are that a majority of our ELL students are more proficient in Listening and Speaking. Although 50% have reached an intermediate reading and writing level only a quarter of the ELL population have move on to advanced reading levels and zero percent have reached proficient reading levels.
 - b. Our title III program appropriately titled "Read the word, read the world" hopes to remedy this situation. Staff developments have also been designed to tackle this problem in content area classes and the ESL teacher is working with the content area teachers to improve this situation and meet the student's reading and writing needs.
 - c. We are learning that many of ELL students are much stronger in Listenign and Speaking and tend to plateau in the intermediate reading levels. As a collective we are figuring out ways to get past this intermediate bump and reach more advanced and proficiency levels.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
90% of our staff speak Spanish and are able to identify patterns in the students native language abilities. By identifying these patterns they are able to appropriately modify and teach English by accessing students native language skills.
7. 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?
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Periodic checkins such as progress reports, student review check ins, staff meetings, major assessment feedback reports are studied by the ESL teacher and the ELL committee. Strategies and focus shifts according to the student's abilities and needs.

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

1. Describe the steps followed for the initial identification of 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Once a student is identified as ELL from the Home Language Survey, we have an initial parent orientation where the parent is interviewed by the ESL teacher and the assistant principal. The Parent coordinator and the ESL teacher organize a meeting where the parent is shown a video of the different ELL programs that are offered in NYC by the Department of Education. The parent then decides what program is best for their child. All parents/guardians of newly enrolled students are required to complete a Home Language Identification Survey. This survey lets staff know what language is used at home.

If the HLIS indicates the child uses a language other than English, he/she is administered an English Proficiency Test called the Lab -R/ Performance on this test determines the child's entitlement to English language development support. Entitlement letters are distributed to parents via mail as well as in person.

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.

Once parents are invited back for the ELL parent/guardian workshop, we show a video which describes the three program choices offered by the DOE. In addition, we provide parents with a written packet that describes all three programs in their native language. At the end of the workshop, parents then fill out the parent survey and the program selection forms with the assistance of the ESL teacher, guidance counselor, and parent coordinator. This process is completed within ten days of the student's initial enrollment. Subsequently, an informal oral interview is conducted in the parent's native language. If there is not a program that serves the needs of the student, the parent is informed of an alternate placement for the child. A workshop is given to parents of incoming freshmen which describes in detail the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL).

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

A curriculum night is presented for parents by the Principal, the Parent Coordinator, the ESL Coordinator, and the Content Area teachers to inform the parents of the curriculum and programs offered by the school. The school then notifies the parent of the child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parent/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. Parents who do not attend these events are contacted via phone and told to expect a letter discussing the curriculum and programs offered by the school. We request that necessary information and/or confirmations are returned by the children of the parents attending the school.

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.

The criteria is based on their LAB-R and NYSESLAT test results. Once we are given consent students will be programmed for services by the licensed ESL teacher Carlos Rosello according to their skill levels. Notification of services and length thereof is sent home in parent's native language and English.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

6. 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.) 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. 
- After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. Our freestanding ESL program best fits the needs of our parents and students because 90% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at EL Puente best fits the needs and requests of the parents as well as the students. Parents who request a bilingual or dual language program will be sent to the website ELLProgramTransfers@schools.nyc.gov. We maintain a record of students whose parents requested bilingual programs. If there are more than 15 students with the same home language, and in the same or two continuous grades, then we will open a bilingual program. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. ESL instruction is delivered throughout all core academic classes by infusing ESL strategies throughout the curriculum. All teachers receive professional development instruction on how to teach curriculum using ESL strategies. In addition, students receive mandated ESL instruction depending on their proficiency levels throughout the school day. ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL students to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio. Teachers use non verbal and context clues to provide meaning for instruction such as picture maps, demonstrations and graphic organizers. Content area teachers also break tasks into smaller "chunks" with frequent comprehension checks and they pre teach background knowledge, vocabulary, and concepts students need for each unit. The ESL teacher also uses the push in model in content classes where he provides extra support for ESL students.
 - b. The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom.
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)?

ELL students in the beginning stages of language development according to the NYSESLAT receive 540 minutes per week of ESL instruction as required under CR Part 154. All Intermediate ELL students as identified by the NYSESLAT receive 360 minutes per week of ESL instruction. All advanced ELL students as identified by the NYSESLAT receive 180 minutes per week of ESL instruction. All beginner and intermediate students identified as by the NYSESLAT receive 90 minutes daily of Native Language Arts instruction. All ELL students identified as Advanced by the NYSESLAT receive 60 minutes of daily Native Language Arts instruction. All ELL students receive 300 minutes per week of ELA instruction. All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.
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 foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help the ELL students. He attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students.

In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational

techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish and Arabic. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language. Focusing on the facilitation of vocabulary and vocabulary building help ensure students build their proficiency levels

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL students to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

****All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Students who are identified as SIFE receive additional ESL instruction through tutoring, after school, Saturday Academy , and ESL push ins. The ESL teacher provides one on one instruction in the content areas in the students' native language so that the material is comprehensible and yet it also promotes their second language development. In addition to extra support in the content areas, students also receive additional ESL instruction which focuses on phonemic awareness, vocabulary building, and grammar instruction.

b. Students who are in US schools less than three years also receive extensive English Regents prep to ensure they are prepared for the exam.

c. ELL students receiving services for four to six years need additional ESL instruction to help with language acquisition.

Although

our ELL students from four to six years test at the Intermediate or Advanced levels on the NYSESLAT exam, they still struggle with

testing out of the program. As a result, our ESL instruction for this subgroup focuses on writing skills. Based on NYSESLAT results, this subgroup struggles the most with the writing modality. Therefore, they receive more intense writing workshops which focus on grammar skills, writing organizational skills, and the writing process. These workshops are also tailored to teach ELA Regents writing skills. In addition, an AM tutoring session is offered to this ESL subgroup students to help them acquire skills for the ELA Regents exam such as listening skills, writing about an informational passage, writing about two literary works, and writing a literary response based on a critical lens.

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

e. In partnership with a mentor/advisor these students will continue strengthening their English skills via narrative writing and research that speaks to needs present in their communities. They are taught how to conduct participatory action research.

7. 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?

Teachers with newcomers, SIFE, long term or ELL's with special needs use a variety of strategies with students such as:

- * providing good models of oral and written English
- * developing higher ordered thinking and critical thinking skills
- * cooperative/collaborative grouping
- * emphasis on visual aids
- * the use of Spanish/English dictionaries, learning centers and the use of the library
- * teachers monitor patterns in proficiency levels and the four modalities

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Title III funds are used for a targeted intervention program. Our target population is 36 ELL students from 9th through 12th grade from Beginner to Intermediate proficiency NYSESLAT levels. The program focuses on literacy circles through performing arts.

The activities and instruction will be project based. Students will write a play, short story, or poem to be performed to their parents and other young people. The reason for using performing arts is to fully engage students in an after school setting that is fun and interactive.

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

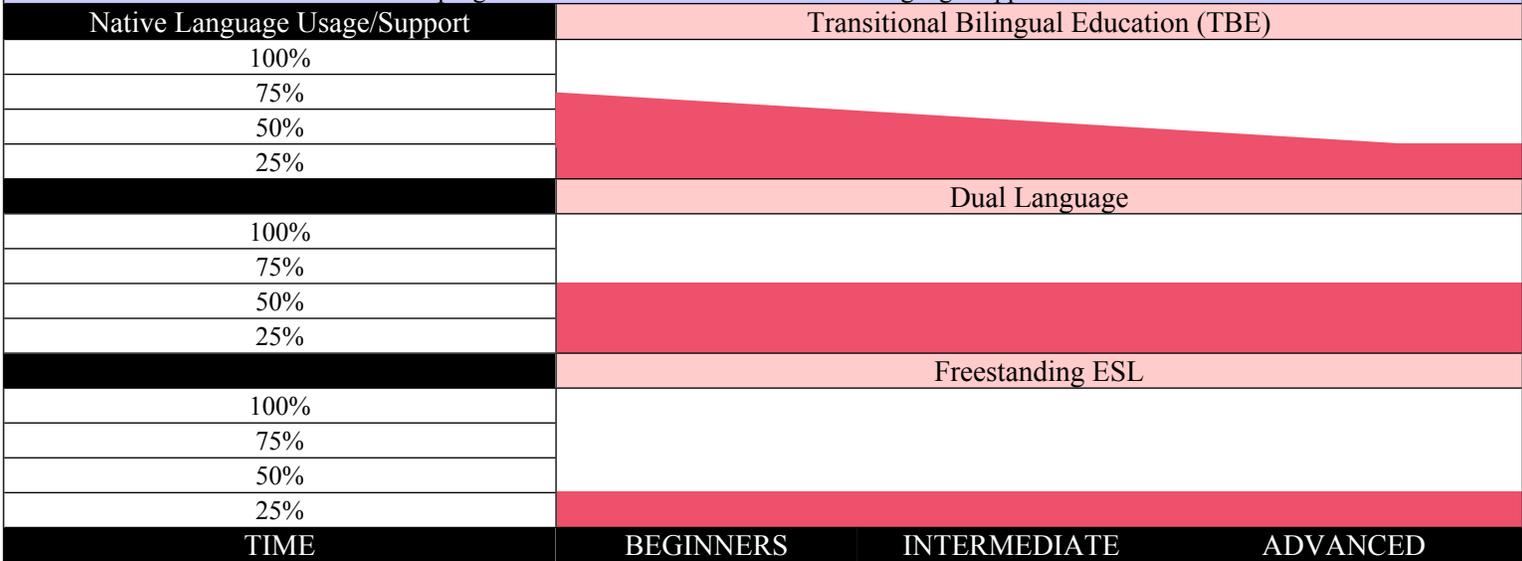
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

9. 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.
- Since we are a portfolio based school, we do not administer the MATH Regents exam. However, all students are required to complete and pass Math final portfolio assessments. Tutoring is offered every morning for our ELL Students and currently a Saturday program is offered as well. Supplemental Math labs were also designed to meet our student's needs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Since we are a portfolio based school, we do not administer the MATH Regents exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 50% of all ELL senior students received a competent, 25% received a good and 12.5% earned an outstanding grade. In addition 80% earned a 65 or better in math
11. What new programs or improvements will be considered for the upcoming school year?
- Our Title III program has changed to meet the needs of our ELL students by improving their reading and writing skills. This year we decided to be more creative with our title 3 program in order to attract more students. We will incorporate music, drama and the arts (muraling)
12. What programs/services for ELLs will be discontinued and why?
- No programs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- After school programs are advertised in our school in English and the ELL student's native language. We also do a great deal of outreach and encourage our parents to motivate their sons and daughters to attend our after school programs. We have a full functioning after school program which all ELL students are invited to and participate in. They participate in various classes such as art, creative writing classes, and sports classes. We also offer an after school title III program where ELL students attend tutoring classes and focus on social emotional development strategies. The ESI young men's program is also a supplemental program which is attended by ELL students.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials that are used are No-Glamour Language and Reasoning, Latino Boom and Luna Luna. In addition, the content classes use translation glossaries for content specific terminology.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Beginner Students at times are allowed to participate in seminars using their native language because we want their opinions and ideas to be heard. We use the native language as a strategy and slowly transition to English for the student.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- We modify according to student's language proficiency levels and content being offered.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We have orientations and summer institute prior to student attending. Our orientation meetings invite students and their parents to various workshops which discuss the school mission and overall program. ELL students and their parents receive additional information about the school and specifically the school's ELL program. In addition, both parents and students are encouraged to attend various workshops throughout the year with the ELL coordinator and the ELL team. The summer institute provides an opportunity for ELL students to focus on reading and writing skills in the summer before they attend and return to school. This summer institute allows students to gain necessary skills to be a successful student at El Puente.
18. What language electives are offered to ELLs?
- A Spanish course is offered.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - 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 here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. All ELL personnel are strongly encouraged to attend ELL and Special Education workshops that are offered by the Department of Education and supporting networks. After the workshops ELL personnel are encouraged to turnkey what they learned to the ELL committee and or the school staff.
 - a. We have weekly Title III committee meetings where strategies and approaches are shared.
 - b. Once a week we have an Integrated Arts team which discusses ways the arts can be implemented into content courses and help with language development.
 - c. We also invite and plan with our CFN10 ELL specialist.
 2. ELL teachers attend workshops that seek innovative ways to acquire language. For example, El Puente has sent ELL staff to Apple technology workshops which taught workshop attendees ways to integrate technology with language acquisition.
 3. Advisories and counseling sessions which revolve around identity and the mission of the school are facilitated by staff. Prior to facilitating the course the staff is trained by our partnering community based organization whose mission is rooted in nurturing leaders for peace and justice by approaching education holistically via the development of the three domains which are Body, Mind and Spirit. Each student is assigned to an advisor and advisory.
 4. On Mondays of every week we meet as an entire school staff and on Wednesdays we separate into Sankofa and Liberation Academies. Sankofa Academy consists of 9th and 10th grade staff and Liberation consists of 11th and 12th grade staff. Once a month a professional development workshop is offered to staff with a focus on ESL instruction. Attended staff sign a sheet which documents their hours. Subsequently, their hours are entered in an excel file which keeps track of their hours and is maintained by the Assistant Principal.

November 25-Scaffolding Strategies, December 16-Modification of instruction based on data, January 20-Arts and Language Acquisition, February 10-Blooms Taxonomy and ELL learners. Teaching our ELL students to develop and answer higher order deep critical thinking questions that will help them with their weekly seminars.

D. Parental Involvement

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

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become active with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente and are given the opportunity to participate in our Saturday or after school language acquisition program designed for them and the School Leadership team which is made up of parents, parent coordinator and teachers.

E. 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.

Part VI: LAP Assurances

School Name:

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 14K658 School Name: El Puente Academy

Cluster: 1 Network: CFN 107

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

Part A: Needs Assessment Findings

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

Once students are enrolled, the ESL teacher and the Assistant principal look at Student's Home Language Surveys and keep a record of Parent's Preferred Language forms. All staff is made aware of the Parent's Preferred language and copies of anything sent home is sent in the parents preferred language. As a school founded by Latino community leaders, we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population is 89.8% Latino, 8.29% African-American, and 0.43% white. From our survey of parents, 73% of Latino parents/guardians needed translation services. 37 of parents require translation services, all Spanish except for two students who speak Spanish, both written and oral interpretations. A list of these findings were reported to staff during pd sessions.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: El Puente Academy for Peace an	DBN: 14K685
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

After school Language Immersion Program

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: Professional Development Workshops:

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

Professional Development Workshops with ELL Focus:

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

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parent Involvement

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

Part D: Parental Engagement Activities

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		