



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: PEACE AND DIVERSITY ACADEMY**

**DBN (i.e. 01M001): 12X278**

**Principal: ANDREW M.L. TURAY**

**Principal Email: ATURAY@SCHOOLS.NYC.GOV**

**Superintendent: ELAINE LINDSEY**

**Network Leader: MICHAEL ALCOFF**

### 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
Andrew M.L. Turay	*Principal or Designee	
Raymond Hofmiller	*UFT Chapter Leader or Designee	
Veronica Sumpter	*PA/PTA President or Designated Co-President	
Gladys Gomez	DC 37 Representative, if applicable	
Janee Ojaiko	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Bank of America/ Meekaelle Joseph	CBO Representative, if applicable	
Jeffrey Severino	Member/ Student	
Minoska Romero	Member/ Teacher	
Jabnia Garcia	Member/ Teacher	
Awilda Sanchez	Member/ Parent	
Patricia Barnes	Member/ Parent	
Michelle Noonan	Member/ Assistant Principal	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>x</b>	<b>School Leadership Team Signature Page</b>
<b>x</b>	<b>The SCEP Overview</b>
<b>x</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 12X278

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	189	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	15	# SETSS	8	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2013-14)					
# Visual Arts	1	# Music	N/A	# Drama	6
# Foreign Language	7	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	76.9%	% Attendance Rate			77.1%
% Free Lunch	90.9%	% Reduced Lunch			4.1%
% Limited English Proficient	16.4%	% Students with Disabilities			23.2%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American			44.5%
% Hispanic or Latino	53.6%	% Asian or Native Hawaiian/Pacific Islander			0.9%
% White	0.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			1
# of Deans	1	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			7.1%
% Teaching with Fewer Than 3 Years of Experience	23.8%	Average Teacher Absences			6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	42.9%	Mathematics Performance at levels 3 & 4			24.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			42.6%
6 Year Graduation Rate	59.2%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
Grade and Department Teams meet weekly. Teacher practices are beginning to align to a common teaching framework, which helps to promote student work product. Teachers receive individualized professional development in order to improve their practice.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
Provide support to teachers to create and integration units of that are aligned to the Common Core Learning Standards and citywide expectations in order to expose students to a coherent instruction and Common Core aligned tasks . Create a process to evaluate curriculum, organizational resources and professional development plans in order to make adjustments and meet the rigorous expectations of the Common Core Learning Standards. Use common assessments and assessment of learning strategies in an effort to measure student progress and adjust curricula as needed to improve student achievement.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Attendance; resources, the lack of support from parents			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
We were able to implement grade and department teams that successfully worked together to identify issues they were having with lesson and curriculum planning. Our statistics increased slightly due to data analysis and correct placement of students. Regent scores went up in certain subjects due to the structure of PM School, Saturday School and commitment of teachers and students. First year 9 <sup>th</sup> grade students achieving 10+ credits went up from 50% to 59%			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>		Yes	No
		x	
<b>If all the goals were not accomplished, provide an explanation.</b>			
Attendance continues to be an issue for our student population. Our students have outside influences that directly affect the attendance and their academic performance. They are in need of social emotional support. Our graduation goal was set too high. Although we did increase our graduation rate from the year before when we set our goal for 2012-13 we overreached because we did not consider all of the students in the cohort. We were also sent students mid-year who had too many classes to complete to reach the goal. Some students also failed regents exams which prevented them from graduating.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	x	Yes	No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
Attendance, resources, the lack of support from parent and commitment from students. The lack of teachers in areas of need such as Special Education and ELA. Also low student enrollment.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Attendance; credit accumulation; progress reports, report cards, regents and writing			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
Phone calls, meetings, letters, school messengers, student driven events, workshops and emails			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
All of the constituents must take an active role in helping to improve the school. We must build a culture of success and integrity so students feel they are a part of the school and want to succeed.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
We must engage and hold all constituents accountable for making the school successful. We invite all constituents to take an active role in helping to better the school. We will communicate better with community, sharing progress reports with students, teachers and parents. All of these will be accomplished through monthly meetings, weekly meetings, inquiry meetings and workshops.			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
The school is implementing teams to assist with issues of concern. Teams are looking more closely at data to inform instruction			

and needs of students. This will be accomplished through teacher and guidance teams.  
We are embarking on technology – students will be a part of a mixed learning environment.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

We have the support of the network and community based support program to assist in implementing our goals. We are also investing in an online program to assist with credit accumulation and college readiness courses. We are working as a collaborative team to identify problems, plan a course of action and carry out the directives involved. We are also putting in place means to help us assess and foster the needs of our students so that we are able to assist more readily. We have changed systems of tracking students and have used data to better plan for their needs. We are looking at student work more closely to assure understanding and we are supported by the network in keeping aligned with the common core standards.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- Create a process to evaluate curriculum, organizational resources and professional development plans in order to make adjustments and meet the rigorous expectations of the Common Core Learning Standards.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-13	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Ineffective
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### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>2.2 School leader’s vision</b>	<b>x</b>	<b>2.3 Systems and structures for school development</b>
<b>x</b>	<b>2.4 School leader’s use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Strengthen teacher effectiveness by providing purposeful, targeted feedback using a research based teaching framework to clarify expectations for teacher practice and development. All teachers will be observed at least six times per year, both informally and formally and be provided written and oral feedback for each observation based on Danielson’s Framework for Teaching. Teacher will be provided with professional development that will help them with the area of need.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. School administration will continue to implement best practices.
  - a. Administration will have beginning of the year goal conferences with each teacher to discuss individual plans and schoolwide instructional goals for the year. All teachers will then be observed and given feedback on how to improve instructions.
  - b. Monthly- The network achievement coach, MOTP coach and network leader manager will work with the principal and assistant principal co-visiting classes, norming the language and process of effective feedback and reviewing curriculum to assure it is aligned with the Common Core and fostering rigor and engagement.
    - i. Network coach to co-facilitate classroom observations.
    - ii. Network coach to support principal and AP’s in providing targeted written and verbal feedback .
    - iii. Network coach to help school leader review reports in order to ensure alignment and clear messaging aligned to Danielson priorities and school goals.
2. The network achievement coach with support administration in providing professional development for the faculty around the Danielson framework.
3. In department teams, teachers will plan units of instruction aligned to Domain 1 of Danielson, while implementing instructional strategies consistent with domain 3.
4. All formative feedback given to teachers will be aligned to the framework.
5. Teachers will set framework-aligned personal goals for their teaching which will be reviewed with administration during mid-year and end of year conferences.
6. Teachers will attend monthly network-supplied PD sessions for English Language Learners, Students with Disabilities, ELA, social studies, math and science. These sessions will most heavily focus on aspects of the framework the city have highlighted, discussion techniques and differentiation strategies.

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

1. Network coaches, Assistant Principal, teachers;

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

. Implementation of professional development best practices used and shared throughout the school across curriculum.

#### **4. Timeline for implementation and completion including start and end dates**

1. Implementation is immediate and will continue throughout the academic school year.

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

1. The Danielson Rubric will guide work and professional development will be provided by the Network

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.									
<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.									
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.									
<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>			
<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>			
<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>			

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Ensure that teachers support the integration of units of study aligned to the Common Core Learning Standards in order to expose students to a rigorous curriculum that engages all learners.			
<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-13
<b>Page Number:</b>	4	<b>HEDI Rating:</b>	ineffective

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>3.2 Enact curriculum</b>	<b>x</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By August 2014, 80% of students will gain one or more rating point on new city performance assessment in ELA. All students will complete at least two common core aligned tasks in math, science and social studies.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
1. Network instructional coaches will continue to work with faculty with the common core standards and school wide instructional goals. Network will continue to support the needs of the faculty with monthly PDs.	
2. Network instructional coaches will continue school visits every week to support teachers in instruction and planning. They will also support teachers teams in looking at student data to develop data driven units that are tied to the prioritized CCLS.	
3. The Network Achievement coach and AP will work with grade team facilitators to develop tuning protocols which will encourage teachers to evaluate the alignment of current performance tasks and student work to the standards.	
4. The principal and AP will continue to encourage and monitor the use of the collaborative protocol for looking at student work. Teacher will use the protocol to help them align their lessons with the needs of the students in their classes.	
5. The Network Achievement coach will continue to work with department facilitators to help teachers to self-reflect on goals and benchmarks throughout the year. As part of this process, teams will review task performance data, student work and determine appropriate next steps for both individual students and their classes.	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
6. Teachers, Network Achievement Coach, Principal and Assistant Principal	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
1. Classroom room observations, lesson and unit plans and feedback from student work, Rubrics based on the common core. In department teams agendas will be	

provided to help with the creation of tasks; Performance tasks – pre-assessments and post assessments; student work

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

1. By November, all ELA teachers will have planned and submitted for feedback a summative performance task aligned to targeted Common Core standards.
2. By December, department teams will chart student performance on common core tasks against a common rubric and discuss next steps for instruction across grade levels.
3. By March, all science, social studies, ELA, and math teachers will have planned and submitted an additional summative performance task aligned to targeted Common Core standards.
4. By April, department teams will chart student growth performance on common core tasks against the same common rubric and discuss next steps for instruction across grade levels.

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

1.

**Budget and Resource Alignment**

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

<b>x</b>	<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
AUSSIE consultant to support teachers in implementation and teaching of student progress on CCLS task.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>	<b>x</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

- Use common assessments and assessment of learning strategies in an effort to measure student progress and adjust curricula as needed to improve student achievement.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-13	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	ineffective
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>		<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>x</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

PDA will increase its weighted four-year graduation rate by 3 % (from 43 to 46%) for the 2013-2014 school year through targeted support for academic achievement as demonstrated by increased credit completion and regents test scores.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

- Network Coach and AP will work with 12<sup>th</sup> grade team to develop a graduation plan and needs assessment for each student. Individual students will be targeted for interventions accordingly.

- School will use Title 1 and Tax Levy funds to develop an afterschool tutoring and Saturday intervention program for targeted students in need of extra support in preparing for Regents examination.
- Each department team will meet weekly to develop and give feedback on CCLS aligned tasks and the monitoring of student progress.
- Data will be reviewed to ensure that a greater percentage of students will be ready for graduation in June. Students not on track with credit accumulation for on-time graduation will be targeted for specific interventions.
- All teachers will use the Engrade system to record student progress and allow for the real-time monitoring of student performance by teachers, teams, parents, and administration.
- School will continue a PENCIL supported partnership with Bank of America to provide student workshops in college readiness, job skills, and career placement assistance.
- The AP will support the development and work of the grade teacher teams to identify and support individual students in danger of failing.
  - The AP will provide the freshmen grade level teams with disaggregate data on student credit accumulation.
  - The network achievement coach and AP will work with the grade teacher teams in effective means of looking at student data and developing targeted interventions for specific students. They will further support weekly grade team meetings.
  - The grade teams will work with the school guidance and attendance team to ensure a collaborative, whole-school approach.
  - The school's assistant principal will sit in on team meetings and assist in their facilitation.
- The team will track their progress and benchmarks through a network-provided self-reflection tool throughout the year.
- Targeted students will be placed in Extended Day Program.

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

1. Teachers, Assistant Principal, Academic Advantage Online Learning Program, Network Achievement and Instructional Coaches

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

1. Teacher assessment, progress reports, report card grades and individual educational plans.

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

1. Immediate implementation and continue work throughout academic year

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

- Using STARS to identify students who are not on track to graduate or accumulate credits, the team will select students who need intervention. Students will be offered several means of increasing credit or obtaining regents help. Academic Advantage Online Learning Program will assist in giving students opportunity to gain credit for both credit recovery and subject requirements.
- Aussie consultant will help to look at data and support teacher teams align units and tasks to the common core learning standards.

**Budget and Resource Alignment**

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

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

**Curriculum and Staff Development Focus Money to fund AUSSIE Consultant ---Title IA**

- 6 days of work coaching ELA teachers specifically and other teachers generally through department meetings.
- Guides teachers to plan, implement rigorous Common Core Standards/Aligned curricula, and implement the Chancellor's 2013-2014 Instructional priorities and PDA SMART Goals and Objectives.
- Leads data analysis work to help teachers center all learning on students' needs for achieving mastery, engage next learning tasks in order to make substantial improvement.
- Network Achievement Coaches and AP help teachers collect, analyze and use diagnostic student learning data in order to develop SMART students learning goals and objectives, to improve student learning and socio-emotional health. Work with grade data to support the need of the student across disciplines.

**Regents Preparation Per Session Allocation Focus Allocation – Title IA**

**Weekly – After school tutoring for Regents preparation and Credit**

4 teachers will be assigned to work for 4 hours per week for 6 months (25 days)

1 Para-professional will be assigned to work for 4 hours per week for 6 months

1 supervisor will be assigned to work 4 hours per week for 6 months

**Weekly – After school writing workshop for improvement in student writing**

4 teachers will be assigned to work for 4 hours per week for 6 months (25 days)

1 supervisor will be assigned to work 4 hours per week for 6 months

**Saturdays – Saturday School for regents preparation**

5 teachers will be assigned to work on Saturday for 4 hours per week for 17 weeks

1 supervisor will be assigned to work on Saturday for 4 hours per week for 17 weeks

**Online classes – Academic Advantage Online Learning Program**

Students will be selected to take online classes to help with credit accumulation, credit recovery and college readiness

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	x	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- Maintain a culture of mutual trust and positive attitudes that support the academic and personal growth of students and adults

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Developing
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	<b>5.2 Systems and partnerships</b>	x	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By August 2014, school wide attendance rate will increase from 74 to 77%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

- All stake holders will promote an “all-hands-on-deck” approach to boosting attendance. School administration will provide weekly attendance figures to grade team leaders. Network achievement coach will work with teacher teams to monitor weekly attendance and promote increased attendance through relationship building with targeted students and the development of grade-specific incentive programs.
- The Network attendance teacher and network guidance support coach will develop and oversee the implementation of an attendance accuracy plan, which will include the twice-scanning of attendance and regular monthly meetings of the joint school/network attendance team.
- Phone calls home to absent and late students will be sent daily.
- Network attendance teacher will work closely with staff to close all open 407s, do home visits and complete planning interviews where appropriate.
- The network leader will continue to consult regularly with the principal on attendance and track progress closely.
- School will reach out to parents through Common Core workshop nights/Saturdays. Some parents will be targeted specifically to address the progress of the

students. Parents will be provided with city-prepared resources and copies of Common Core resources.

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

1. Network Attendance Teacher, Assistant Principal, Family Worker, Teachers, guidance counselor.

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

1. Attendance records both classroom and daily; behavioral plans; discipline write ups and conduct sheets
2. Daily and weekly attendance, teacher attendance, intervention logs, cutting log – student attendance
3. Attendance of workshops, participation within the workshop, surveys involving workshops and activities – parent involvement

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

1. Implementation will take place in September, 2013 and will continue through June, 2014.

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

1. The attendance team meets weekly to discuss the attendance of students. Parents of students who are out of school 2 or more days are called to inform parents of absence. Students who are non-responsive to attendance outreach are visited or asked to accompany parent/guardian to a guidance meeting. Discussion surrounding the student's absence and school progress is addressed, if necessary alternative schools are discussed. Students and parents along with attendance team plot a plan of action that student is expected to follow.

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>	<b>x</b>	<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>x</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Establish a culture of learning that communicates high expectations to staff, students and families, and provide supports to achieve them.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>	<b>x</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Increase (from 5 to 15) parent participation and involvement by offering workshops they requested through a needs assessment tool.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

**Overall strategies to increase parental involvement and engagement**

- Parent workshops meeting the needs of the parent as well as the student
- Parent meetings with teachers and students to discuss academic progress of the student
- Implore parents to participate in whole school activities

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

1. SLT members, Teachers, Parent Coordinator, Parents and Students , social worker, psychologists, community health partner
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Daily and weekly attendance, teacher attendance, intervention logs, cutting log – student attendance
  - Attendance of workshops, participation within the workshop, surveys involving workshops and activities – parent involvement
- D. Timeline for implementation and completion including start and end dates**
- October, 2013 through June 2014.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- The SIT will meet weekly to help develop a plan of action for students identified as needing support. The team will suggest ways in which teachers can reach the student. The plan can include behavioral as well learning strategies that may help with academic achievement.
  - For parent involvement on a whole, the parent coordinator sets up workshops and other school-wide activities for parents to engage in with the school. Workshops take place after school or on weekends and are of interest of the parents.

***Budget and Resource Alignment***

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Writing Lab</li> <li>2. Annotation – close and interactive reading/annotation</li> <li>3. After school targeted tutorial to prepare for regents</li> <li>4. Saturday School regents tutorial</li> <li>5. Online course and credit recovery</li> </ol>	<ol style="list-style-type: none"> <li>1. Small group</li> <li>2. Whole class</li> <li>3. Small group</li> <li>4. Small group</li> <li>5. Small group</li> </ol>	<ol style="list-style-type: none"> <li>1. During the day and after school</li> <li>2. During the day and after school</li> <li>3. After school</li> <li>4. Saturday School when offered</li> <li>5. During the day and after school</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Annotation – close and interactive annotation strategies for math</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole class, small group instruction, one to one and tutoring</li> </ol>	<ol style="list-style-type: none"> <li>1. In school and after school; Saturday School</li> </ol>
<b>Science</b>	<ol style="list-style-type: none"> <li>1. Annotation – close and interactive annotation strategies for science</li> <li>2. More writing in lab reports; support for literacy specifically in science</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole class, small group instruction</li> <li>2. Whole class</li> </ol>	<ol style="list-style-type: none"> <li>1. In school and after school; Saturday School</li> <li>2. In school</li> </ol>
<b>Social Studies</b>	<ol style="list-style-type: none"> <li>1. Annotation – close and interactive annotation strategies for Social Studies</li> <li>2. Writing Lab -structured writing of document based and thematic essays; evidence based research essays</li> </ol>	<ol style="list-style-type: none"> <li>1. Whole class, small group instruction</li> <li>2. Small group instruction</li> </ol>	<ol style="list-style-type: none"> <li>1. In school and after school;</li> <li>2. In school and after school</li> </ol>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<ol style="list-style-type: none"> <li>1. 1:1 counseling; group counseling; Bronx Health Partnership workshops; Planned</li> </ol>	<ol style="list-style-type: none"> <li>1. One-on-one conferences with students; student newsletter; speakers; workshops both in</li> </ol>	<ol style="list-style-type: none"> <li>1. During school time</li> </ol>



Parenthood; Other CBOs

and out of school

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

6. All elements of the *All Title I Schools* section must be completed\*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. Targeted Assistance (TA) Schools must also complete the *TA 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
Teachers are recruited based on their knowledge of the common core and their experience working in their subject area. Teachers from Teaching Fellows program and TFA are also sought after because of their expertise in data tracking and usage of data to inform lesson planning.

**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).
Network assist in recruiting professionals to facilitate high quality professional development sessions for teachers, principals, paraprofessionals and staff members. Professional development sessions are selected based on the needs of the school community. Members are also sent to Department of education professional development session based on need.

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Funds are used to help provide school supplies such as notebooks, paper, pencils and book bag. They are also used to purchase coats and sweaters for students who are without.

**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.).

**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.
Teachers have department and grade team meetings weekly to discuss assessments, and professional development they have received. During faculty and whole school professional development teachers have the opportunity to share best practice and look at data.

**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.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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 <b>12</b>	Borough <b>Bronx</b>	School Number <b>278</b>
School Name <b>Peace and Diversity Academy</b>		

### 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 <b>Andrew M. L. Turay</b>	Assistant Principal <b>Michelle Noonan</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Dinu Pietraru</b>	Guidance Counselor <b>Paulette Parris</b>
Teacher/Subject Area <b>Jabnia Garcia, Spanish</b>	Parent <b>Awilda Sanchez</b>
Teacher/Subject Area <b>Joy Ramilo, Science</b>	Parent Coordinator <b>Jackie Fernandez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>203</b>	Total number of ELLs	<b>34</b>	ELLs as share of total student population (%)	<b>16.75%</b>
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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  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	7
SIFE	5	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	6

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	17	4	1	6	1	1	6	0	5	29
Total	17	4	1	6	1	1	6	0	5	29

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										5	6	1	13	25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1		1	5	7
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	6	6	2	20	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)										1	0	2	2	5

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)										3	3	0	13	19
Advanced (A)										2	3	0	5	10
Total	0	0	0	0	0	0	0	0	0	6	6	2	20	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													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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	11		0	
Integrated Algebra	25		11	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	17		7	
Physics				
Global History and Geography	16	1	6	0
US History and Government	9	1	4	1
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.

Early assessment tools include the LAB-R for first time admit newcomers, an informal written interview in native language and in English, the ALLD diagnostic for potential SIFE students, and the ELL Periodic Assessment. In addition, our school uses Fountas and Pinell's running records. We adapted this tool to our high school beginning students, due to the fact that, in majority of cases, ELLs have marginal literacy skills in their first language. The spread sheet document, containing the beginning and low-intermediate ESL students, includes observations from all content-area teachers. These records are analyzed during bi-weekly grade and department meetings in school. The records are presented to entire staff twice each semester, during faculty meetings.

Some conclusions from the early assessment tools:

The newly arrived students( to this country and to this school) are predominantly weak in their native language. This translates into slow ability to engage the academic portions of a new language. Most students are entering NYC schools with below-grade level literacy in both the mother tongue and the target language.

This information helps inform our school's instructional plan by identifying our program needs. For example, this data indicates the high priority need for a reading intervention program and a SIFE program. We have instituted a literacy program and enrolled the newcomers, SIFEs, and SpEd LEP students. The literacy program is "around the clock", from early before-school time, to class time, lunch with teacher, and after-school. The literacy program (ccordinated by the ESL teacher) has the participation of ELA teachers, one Math, one Science, one Social Studies teacher, and the Special Education teacher. The support staff is around to help: guidance counselor, the speech specialist, and the school psychologist.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Data patterns across proficiency levels on the LAB-R and 2013 NYSESLAT revealed that students tend to move up faster in the Listening-Speaking modalities, than in the Reading-Writing modalities.
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](#))

Patterns across NYSESLAT modalities affect instructional decisions by prioritizing the need to focus on academic language performance. Our ELL students get their language and culture information from their interaction with the environment, mostly in an informal way. Teachers are creating personalized plans to emphasize Reading-Writing assignments in a way that learning "resonates" with the actual day-to-day needs of our students. We are using the AMAO tool every year to see at what point the gap between modality learning becomes problematic. In other way, we learned there is a moment when, if left unchecked, the Reading-Writing skills will not catch up with the development of Listening-Speaking skills. These are some instructional decisions we made, based on the analysis of NYSESLAT modalities: We need to use a varied selection of Reading-Writing assignments that are pertinent to our students' lives. These assignments promote critical thinking, and are based on Common-core standards. The content is specific, such as life in the Bronx, adaptations to school, peer pressure, and the characteristics of the neighborhood. We stress nonfiction reading for information and analysis and writing to identify main idea and supporting details, and writing for literary analysis in the classroom. We look at the oral non-formal performance of our students as an asset, and not as a liability. Listening and Speaking skills are essential in new language adaptation and creating the comfort zone of learning. We create units that all have student presentation moments. The audience listens and makes comments in a structured way. Group discussions are part of every class. Many talks take place using a combination of languages, a strategy that is strongly supported. Buddy system works very well in all subject areas. We encourage students to work with each other in their language and talk about the task.

We develop sets of Reading-Writing assignments that have immediate application: scholarship writing, writing contests, college essays, and creative writing. Writing has become a daily adventure. Needless to say, students will present their writing to the student audience, in a format that will bring again the forte of our students: direct communication skills.

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. For ESL, patterns across proficiencies and grades of student results show that high numbers of ELLs score lowest on the Reading and Writing section of the NYSESLAT and highest on the Listening and Speaking. This trend impacts on standardized testing that ELLs

need to take. A look at 2013 Regents exams show the following: ELL students prefer to take the Math, Science, and Social Studies Regents in English, even though there are Spanish or French versions available. Students feel that they would do better and learn more if they prepare content and exam essays in English, instead of their native language. Additionally, many ELLs have weak literacy skills in their native language, as measured by the initial LAB in Spanish. Other non-Spanish students who come from West Africa, have impressive linguistic competencies in several African languages (Wolof, Mandingo, Krio) and French, but the level of academic production varies. We do not have the formal tests to measure and compare their performance in their native languages, as compared to English, if they had the choice to take the same exam.

One thing to worry about is the fact that 11 ELLs took the English Regents in 2013, and none of them passed. On the content area Regents, Science, Mathematics, and Social Studies, the rate of success of ELLs was much higher and comparable to the passing rate of mainstream students.

b. ELL Periodic Assessment tool is used as an indicator of progress and changes in skills acquisition in each modality. The advantage of the Periodic Assessment is the fact that test results are returned fast, in a few weeks. We can have the picture of each modality and we can create individualized plans that address certain strengths and deficiencies. One the other hand though, Periodic Assessment may not have a strong predictive value, because of the low number of questions (10) for each modality.

When Periodic Assessment results are in, all teachers are being briefed during a faculty conference, and instructional plans are drawn during bi-weekly department and grade meetings.

c. ELL Periodic Assessment can give us information about the testing skills of the ELLs. We run records on how each student responds to Listening and Reading, prompts. We then develop units and discussions based on these observations. A set of observations derived from 2012-2013 Periodic Assessment referred to Listening part: students need to learn how to listen to a prompt in a formal testing setting. The Reading section may offer some information about how students perform in a reading-standardized testing format. Observing students during testing and running records are more important than test results. One can see the patterns that help or hinder students taking standardized tests: listening behaviors; working with the texts in Reading passages; managing time; understanding the process of elimination in multiple choice passages.

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?

We previously presented some initial statements about how first-language development affects second language acquisition later on. With two or three exceptions, our ELL population does not use their first language in an academic and formal way. Their skills do not allow them to create narratives, conceptualize, elaborate, or research in their native language. We believe that this feature does not constitute a cultural or linguistic deficit per se. Our students have an entire tradition of family-oriented communication, a cluster of cultures and language influences that need to be preserved. We have an ELL team in our school: the principal, the ESL teacher, the Spanish teacher, and content-area teachers that work mostly with ELLs. This team promotes cultural awareness in instruction. They contribute to the success of units of study, educational trips, learning experiences, multicultural shows, after-school programs, where native languages and cultural experiences of our ELL students are evidenced and valued.

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.).

(8) We evaluate the success of our ELL programs in this school with soft and hard data: "soft" data includes student portfolios, student and teacher questionnaires, and running records on behavior and motivation in the ESL class and content classes. "Hard" data includes ELL attendance in school and after-school programs, course grades, graduation rates, and performance on the ELL Periodic Assessment from the fall term to the spring term, the NYSESLAT, and the Regents. We use a personalized AYP grid for each student, that is objective-based and is designed and controlled by each student. Students have a list of objectives they need to meet every semester. The programs are there to help them meet those objectives.

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](#).)  
In compliance with CR Part 154 regulations, NYC Aspira Consent Decree, and Children First Reforms, the initial identification of students who may possibly be ELL's and their eligibility are determined in the following manner:  
The guidance counselor meets with parents and all new enrolling students. Our guidance counselor, Ms. Paulette Parris, uses her "red line" to alert Mr. Dinu Pietraru, ESL teacher and coordinator, when a new admit comes from another country or declares English as his second language. Parents of newly admitted students complete the HLIS administered by Dinu Pietraru, who will also interview the parents and children in their native language, if possible. In order to have good communication and a smooth transition to the new school, we use the professionals that are fluent in the first language of parent, such as the Parent Coordinator, our school's bilingual para, and the ESL teacher.  
LEP students are identified by a Home Language code under the "OTELE" box in the HLIS forms, according to the Home Language codes given to the schools by the DOE.  
The HLIS is then reviewed by Dinu Pietraru, ESL Coordinator, to determine the OTELE code. HLIS forms that clearly indicate that the student has no LEP indicators are not referred to the ESL Coordinator. Any HLIS forms that are referred to and reviewed by the ESL Coordinator with clearly non-eligible students are marked as "NO" for their OTELE code on the HLIS form. These forms are copied and returned to guidance to file in the students' cumulative files, which are stored in the guidance office.  
The new admits who have home languages other than English and declare that they use at home other languages are eligible to take the LAB-R test. Testing takes place in their first week of school and is administered by the ESL Coordinator.  
Spanish-speaking students who score below proficiency on the English LAB-R are administered a Spanish LAB-R to determine language dominance and level of literacy in first language.  
The ESL Coordinator hand-scores the LAB-R and ascertains the level of proficiency in English and in Spanish (if applicable). These scores are compiled with findings from an informal conversation with that student to determine conversational speaking and listening skills, and with other information about home/school languages. This process provides initial information on whether ELL students are potential SIFE, if they have beginning literacy skills in native language, or they have learning disabilities. The school informs the parents promptly (usually as soon as the testing is completed) of their child's eligibility for services, it provides information and service options, and also informs their of their child's placement. This information process is done in English AND a language the parent is familiar. In order to do this, we use our parent coordinator and school paraprofessional (both fluent in Spanish), Mr. Pietraru (French and Spanish), google translating services (for written communication), and DOE's Office of Translation and Interpretation, as necessary.  
The child will be placed in the ESL instructional model available in our school; the model includes programs for the ESL Beginning students, the ESL Intermediate, and the ESL Advanced.  
The information gathered from the initial assessment of each student is recorded in a "New ELL Intake" journal. Additionally, the ESL Coordinator created a template to record new Intake information. The completed forms and the template are in the ELL Compliance Binder under "Intake Process."
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.  
The initial interview and eligibility process may take one or two hours. The ESL Coordinator is also a full-time teacher, and is not available in the in-take process all the time during the school day. Therefore, many times parents will need to come a second time to learn more about educational options and rights that are eligible under current legislation.  
The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting. Since it is a small school with very few over-the-counter ELLs, the orientation will be mostly individual. A letter is mailed home to notify parents of the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call. Additionally, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion. Parents of students who did not come for the orientation are invited to come to school on another day and meet with the ESL Coordinator to receive the important documents for the new admits: eligibility for services, service options and program placement. The ESL Coordinator will keep a list of parents who received these packets in the ELL Compliance Binder.

During the orientation, it is important that parents understand the purpose of this meeting. The parent coordinator will be in audience to explain in Spanish what each program offers for the children. The ESL coordinator has knowledge of English and Spanish and can ask students from same country to act as translators in the case of low-incidence languages.

At the parent orientation meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options available to the ESL students: Transitional Bilingual Education (TBE), Dual Language Instruction, and ESL. The ESL Coordinator provides some research-based information on the three programs.

Additional information available for parents includes the NYSESLAT Parent Information Brochure and more from the DOE. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator gives the location of these programs in alternative schools. All paperwork from these meetings will be filed in the ELL Compliance Binder.

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 [\[see tool kit\]](#).)

Entitlement and Continued Entitlement Letters are mailed home in the parents' preferred languages. Copies are kept on file in the ELL Compliance Binder. Also, second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list. It is necessary that parents attend the ELL Parent Orientation Meeting to receive all the materials and information to make an informed choice about the language program they want for their child. However, if parents do not attend the meeting and do not return the forms, they are sent a follow-up letter and/or phone call. The school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement in their preferred languages to come to the school for the orientation, or contact the Parent Coordinator/the ESL Coordinator. Parents will also be notified that if they do not return their forms, their default choice is for an ESL program. Completed Parent Survey and Program Selection forms will be copied and placed into the ELL Compliance Binder, while the originals will be stored in the students' cumulative files. Copies of the letters are made available during Parent Teacher Conferences with the ESL Coordinator, the Parent Coordinator and the Spanish Teacher. The Parent Teacher conferences are another option of communicating with parents, and gathering all necessary documents.

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.

Based on parents' surveys and low number of ELLs, our school community has chosen the self-contained ESL model of instruction. Within this model, educators, in consultation with parents and students, have tried different forms of instruction. We have tried ESL free standing classes, team teaching with an ESL teacher, push-in and pull out. We have used these educational formats over the last years, in response to parent and student concerns, and in the view of the needs of our ELL students. This year, we are using a combination of ESL freestanding classes, push in, and pull out. The ESL teacher pushes in in English classes that have a large concentration of ESL seniors in need to pass the English Regents exam. The pull out class happens with beginner students who need small group personalized instruction. The ESL teacher is picking up students who are beginners and SIFE and goes over procedures and language in content-area classes.

All these program decisions and considerations are communicated with parents on a timely basis in the language they understand.

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.

Every spring, the ESL teacher administers the NYSESLAT annual exam. He prepares a list of names of all participating ELLs required to take the NYSESLAT and sends this list to the teachers of ELLs to notify them of the dates and times of the test. Students are notified of their required participation and completion of the exam in person, and parents by letter and/or phone call. NYSESLAT results show the progress of ELLs in each modality (listening, speaking, reading, and writing). These results are shared with content area teachers. Pedagogues working with ESL students plan instruction accordingly, by individualizing teaching to meet specific needs. For instance, there is a large group of ELLs that need additional instruction in reading and writing, as shown by their NYSESLAT scores. These students will benefit from additional reading and writing programs in their ESL, ELA (if advanced students) or content-area classes.

Each October and April our school participates in the administration of the ELL Periodic Assessment. This test is short version of the NYSESLAT and measures ESL students' competencies in all four modalities (listening, speaking, reading, and writing). By offering a prediction on the coming NYSESLAT, the Periodic Assessment is a useful tool in planning instruction ahead.

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.  The vast majority of the Parent Surveys and Selection forms over the years indicate ESL free standing program as the first choice. Some parents have voiced a preference for native language support in the classrooms for their children. There was one parent who requested bilingual education programs for her child, and went elsewhere for that purpose.

## 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. The organizational models that the ESL program are using are: self-contained, push-in, and pull-out.

We use the push-in model to offer additional instruction and exposure to intermediate and advanced students in the higher grades who need to take the English Regents. The push-in model presents the ESL teacher as an active participants in the ELA class, alongside the English teacher. The pull-out model targets a few beginner SIFE students (4-5) who are picked up by the ESL teacher and offer additional personalized instruction in content-area, at the time when students need to do research, reports, presentations, and group work.

b. The program models are: homogeneous (for the ESL Beginning and low-intermediate); and heterogeneous (for the Intermediate and the Advanced students). There are 20 Advanced students, most of them seniors; the ESL teacher offers them a self contained ESL period class, and then the same teacher goes to two English classes (push-in), where both teachers (ESL and English) contribute to a personalized instruction. There are 4 Beginning students (from 9th to 12th grade, from first-year of service to long-term ESL). They receive instruction in a self contained ESL class, then benefit from push-in in the English class. In addition, three of them receive instruction through the pull-out model, where the ESL teacher, in collaboration with content-area instructors, will deliver content in a small-group setting, using first-language as an important resource.

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)?

The ESL Beginning class benefits from 630 minutes of ESL instruction every week. The Intermediate ESL students take 405 minutes of instruction with an ESL teacher weekly. The advanced ESL students are offered 225 minutes of ESL instruction, in addition to ELA instruction. We offer six period classes of ESL instruction every day: four ESL self-contained, one push-in with English teacher, and another one pull-out with beginner students. The number of minutes of ESL instruction exceeds the mandates, thus ensuring a better exposure to teaching and learning.

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.

The ESL program has been adapted to respond to the needs of our student population. 20 students out of 36 are seniors who need to pass their English Regents and other content-area Regents to graduate. 4 Beginners need additional instruction to catch up. SIFE and SE ELLs need a structured small-group setting where they can receive personalized instruction.

There is a morning ESL self-contained class, where most ELLs are participant. The class is heterogeneous, and the bilingual paraprofessional present in the classroom makes sure that the beginners are staying on course. The language of instruction is English, with support from para and teacher in the first language (Spanish and French). This initial setting provides the framework of instruction for the day: the aim, the objectives, the standards, and the modality (listening, speaking, reading, writing). Later in the day, ESL students benefit from more homogeneous ESL self-contained classes, where the skills presented in the start of day are reinforced. The intermediate and advanced ESL students will meet the ESL teacher again in the ELA class. The two teachers (ELA and ESL) will structure content in a way to reflect the common-core standards, being at the same time accessible to students at different stages of language development. In addition, the pull-out model addresses the needs of beginning students (two out of four are SIFE). The ESL teacher meets with content-area teachers every day (Social Studies, Math, Science) to review the material that needs to be presented differently to ESL students who have difficulty understanding.

In the other classes where native language support from teachers is unavailable, ELLs have such native language resources as books, a bilingual paraprofessional, and bilingual dictionaries.

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

The ESL Coordinator, the Spanish teacher, and some of the teachers teaching ELLs meet in the beginning of the year to discuss the newcomer ELLs by looking at Spanish and English LAB-R scores, informal interview notes and the informal written interview samples. This year, the newcomers are Spanish-speaking and French-Speaking.

The same group of educators looks at the results of the ELLs who spent two or more years of instruction in this school. All Spanish-speaking ELLs take Spanish classes and are evaluated in their first language. The certified Spanish teacher uses

standardized NLA tests to determine the level of proficiency and the progress attained in native language. The French-speaking students and the students speaking different languages are also given periodic literacy tests in their native language by the certified ESL teacher who is fluent in French and Spanish. However, educators' expertise is limited; children come from different parts of the world, where remote dialects and languages are spoken. Literacy has different meaning in different places. The parents and relatives of these students are asked to come to school to be part of a continuous assessment of first-language skills these children possess. Parents meet once a month with the ESL Coordinator and the Parent Coordinator and go over first-language literacy skills, as well as second-language acquisition.

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

The ESL teacher created a weekly structure of instruction based on the sequential use of the four modalities. For instance, Mondays are days for Listening, Tuesdays are for Speaking and Presenting, Wednesday is Reading day and the other days are for Writing. ESL teacher meets in department meetings with other ELA and content-area teachers to exchange information, lesson plans, and teaching tips about different modalities to reach the ELLs. In classes where students are asked to create research projects and presentations, the ESL teacher will work with ELLs to make sure they comprehend the content and are able to navigate linguistic requirements of complex discourses.

The ESL teacher and content-area teachers will use assessment strategies to measure the performance of ELLs in all four modalities. For example, tests that involve listening and writing skills will prepare students for the English Regents and the incoming common-core assessments.

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. SIFE: SIFE students identified on the RSIFE report, or through informal interviews and the ALLD diagnostic, will receive differentiated activities, lesson delivery, support, and/or assessments. The classes for low-performing ELLs, SpEd-LEPs, SIFEs, and newcomer ELLs are restructured in pace, linguistic load, activities, and groupings. The ESL teacher, the Spanish teacher, the content-area teachers, and the bilingual paraprofessional all work very closely and communicate daily regarding the SIFE students. They plan together during lunch meetings, preps or afterschool. The teachers work in close consensus regarding parent and staff communication regarding these students. They provide individualized academic and behavioral support to provide structure for the SIFE students. They monitor student attendance, social behaviors and school motivation and improvements.

There is a pull-out class that targets the SIFE students. SIFE students are provided with more literacy support for class instruction, such as read-alouds, simplified sentence structure, "chunked" readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. Teachers meet to discuss student progress and performance, SIFE strategies, activities, and fair grading policies for SIFEs in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension.

b. Plan for newcomer ELLs: The ESL teacher/coordinator reviews academic transcripts with guidance to provide newcomers the most relevant program based on previous coursework, credit accumulation, age of entry, and English language abilities (as per LAB-R, LAB or NYSESLAT). Specific courses are modified or adjusted to fit newcomers' needs. The ESL Coordinator works closely with the guidance counselor and Spanish teacher to provide native language support during the process. The teachers/ coaches support other teachers of newcomer ELLs to differentiate their curriculum maps, materials, pacing, and expected goals with their mainstream classes. For example, the ESL teacher plans with the Global teacher and with the Science teacher to make curriculum, seating charts, activities, and assessments more accessible for the beginners ELLs. SIFE and beginner newcomers will be in a small-group self contained ESL class. Teachers meet to discuss student progress and performance, ESL strategies, activities, and fair grading policies for newcomers in mainstream classes. Exit slips will be a routine for the classes to instantly gauge comprehension. Additionally, Reading Interventions Program will include newcomers, SIFEs, and SpEd LEP students. These services will support this subgroup by developing literacy skills in decoding and comprehension in English to prevent unnecessary special education referrals.

c. (4-6 YOS) There are two distinct categories of ESL students here: 1. students who have progressed slowly but steadily, and now they are at the advanced level; 2. students who have trouble functioning at every modality for reasons of cultural/linguistic isolation and/or learning disability. Many of this subgroup, along with the newcomers, have an independent reading and writing component in the self-contained ESL class. These services will support this subgroup in reaching proficiency on the NYSESLAT in literacy and writing.

d. Long-term ELLs: This population mainly contains 11th and 12th grades. These students have, at different times, verbalized feelings of stigma and shame at being in self-contained ESL classes, but also recognition that they struggle with reading comprehension

and writing. The ESL teacher works with ELA teachers in a classroom (push-in) and coordinates curricular units to give long-term ELLs the kind of attention they need to restore their confidence in their ability to rapidly acquire academic skills. These services will support this subgroup by strengthening motivation and self-esteem, reading skills, concept retention and vocabulary development.

e. Former ELLs are still part of the family. After so much time spent together, these students are coming back to their peers and to the ESL teachers. It is a small school, so we know each other very well. ESL classroom is open for former ELLs who want to finish their assignments during “lunch with teacher”, or before/after school programs. Former ELLs are also invited to participate in our Title III trips and after-school activities. ESL teacher and the school testing coordinator make sure that former ELLs receive their testing accommodations for the duration of two years, as per Commissioner's Regulations.

We use sometimes the former ELLs as an educational model of language achievement. They are invited to our ESL classrooms to present their story of academic and personal success.

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?

These students benefit from more targeted literacy support for class instruction such as read-alouds, simplified sentence structure, “chunked” readings, translated readings that are read aloud, and are graded on an adjusted scale for comprehension of concepts rather than assessing writing style or form. These services will support this subgroup by building up reading comprehension skills and essay writing skills in a comprehensible way.

ESL teacher meets periodically (formally and informally) with content-area teachers to monitor the performance of all ESL students, including SWD. The ESL teacher shares instructional modifications that can be used with this population, so that they don't get lost in large nameless classrooms.

The ESL teacher and the Special Education teacher work together to pull out educational resources to create curricular units for the use of ELL-SWDs. With help from Title III funds, these resources consists of: books on tape and books at different levels of reading comprehension. In addition, software and on-line sites bring multi-media content to learners who use multiple ways of experiencing language.

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?

The Special Ed and ESL teachers participate in setting IEP goals for students during their reevaluation process, program selection, and class assignment. The ESL Coordinator works with the Special Education Department ( Robert Li and Chelsea Manlapig) in determining program placements for these students, and ensuring that they receive their modifications and testing accommodations. For instance, this committee of teachers and specialists will determine the number of minutes of ESL instruction these ESL-SWD students will take; the services they receive in and out of classroom (paraprofessional, speech specialist, bilingual psychologist, push-in Special Ed teacher, self-contained Special-Ed class). Programs are individualized. Our small school, with limited resources, is trying to offer the least restrictive environment to all of our students.

**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:			

### 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


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

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

We have several intervention programs in place. One of them targets the ELL seniors who need to pass English Regents to graduate. The ESL teacher meets with the ELA teacher every day to structure instruction around the needs of these students. One period a day, the ESL teacher pushes in the ELA class; another period, the ESL teacher pulls out students who need more personalized instruction. Additional components of the program offer opportunities to work with students on a small-group level: lunch with the teacher (one period a day, Monday to Friday), and the Title III After-school program that will start in December 2013. Another program allows ELLs who did not pass Social studies and Science regents to work with the content-area teacher one scheduled period every day. The content-area teachers working with these ELLs consult with ESL teacher for the best practices and educational materials that will make a difference. The ESL teacher has one period a day (self-contained ESL class) where ELLs bring their homework, regents prep materials, and essay assessments. The ESL teacher is able to offer assistance, due to a system of inter-departmental referrals: teachers know about each others' assignments and projects ahead of time, so they are able to further assist. During this period, the Math teacher comes in informally (but every day) to offer assistance to her ESL students.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Due to this year's unique ELL student population, where 20 out of 34 students are seniors, the program's effectiveness will be measured in the number of ESL students passing the Regents, graduating from high school, and going to college. We are offering these students maximum exposure to instruction targeted to their needs.

The ESL teacher has redefined himself as a content-area teacher who uses specific methodologies in small-group settings to give students another view at content, Math, Science, Social Studies, or Literature.

What is unique and effective in our present ESL program is its inter-departmental and interdisciplinary approach. ESL classes are open to other teachers and specialists. The ESL curricular approach is based on the fact that content needs to be presented in different way and in differentiated way.

11. What new programs or improvements will be considered for the upcoming school year?

We are looking at Achieve 3000, a integrated model of instruction that offers customization, accountability of results, and easy distribution of results. The online curriculum connects literacy strategies with Science and Social Studies topics, helping students better prepare for college and career. We also created common core literacy courses of study with online components.

We will see what budgetary decisions the school and region can make in order to purchase this program.

12. What programs/services for ELLs will be discontinued and why?

We will not discontinue any programs or services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

School leadership and our teaching staff have met and implemented productive ways to integrate ELLs into all school activities and services, offered during or after school time. In addition, our monthly faculty meetings, grade and department meetings are avenues of collaboration to fine tune programs, where different student populations can join forces, including ELLs and SWD. During and After-school activities designed for ELLs are scheduled to give multiple opportunities for all ELLs to participate.

These programs are the following:

- Monday to Friday, period 4: Lunch with the teacher (ESL, Science, Social Studies, English)
- Title III after school program: Tuesdays and Thursdays, offering classes in ESL, Mathematics, Social Studies, English, and Science, due to start in November, 2013, or when Title III funds become available.
- Saturday Academy (Title I and Title III), offering help with Regents preparation.
- After-school activities offered by our sponsors, Bank of America.
- Fund raising activities (Walk-a-thons and community awareness programs) taking place on weekends.
- After school athletic activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional language materials to support ELLs in the ESL program include sets of textbooks, novels, short stories, and Regents-prep materials, purchased with Title III money, geared specifically for SIFE and newcomer ELL students in language developmental sequence and skills. The ESL room has picture dictionaries, books of short stories, young adult literature for the

Intermediate and Advanced, and several series of ESL textbooks on Reading, Writing, and Grammar. The ESL teacher uses video and audio streaming to relate to multiple learning intelligences of each student. Students' performance in the four modalities (listening, speaking, reading, and writing) is factored in when creating units of study that use instructional materials and technology.

Instructional technological materials include a Read180 classroom library, four computers with headsets, a laptop cart, and an LED projector. Teachers teaching ELL students have bilingual glossaries or dictionaries in their classrooms. Native language support resources in the classroom include native language glossaries, native language content textbooks and books, bilingual dictionaries, and internet sites such as Google translator, and freerice.org. The ESL teacher and content-area teachers teaching ELLs (Science, Math, Social Studies) use technological instructional materials such as LCD projectors, a Smart Board, and overheads.

The ESL teacher uses laptops and computers in the ESL room to access resources online. ESL students in that room use computers to gain knowledge of technology processes, vocabulary, and software skills.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support (French and Spanish) is delivered in a few ways in the ESL program. The course grading policy, directions and supplemental materials for portfolio projects are translated into French and Spanish for the Beginner ESL class. Content area classes, Science, Math and Social Studies, have textbook editions in Spanish. The class handouts are translated into Spanish and French many times to facilitate instruction. There are bilingual dictionaries and Spanish textbooks available for the use of ELLs in these classes.

The ESL teacher translates directions and explains them orally or in written form so all students understand class expectations. The Spanish teacher co-teaches a class with the social studies teacher. In addition, the bilingual para comes in the ESL beginning and intermediate classes to assist with native language support.

The ESL teacher stresses the importance of reading and writing in the native language while learning English. Students borrow books that are bilingual or in the native language from the classroom library to read at home and for the in-class independent reading period. Students may write about their independent reading books in their native languages. Native language support resources in the classroom include native language glossaries, books, texts, dictionaries, and internet sites.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

We have described how we created a special program for the 20 12th graders who are the bulk of the ESL population in our school. Their needs are met when we partnered the ESL and the English teacher in a tandem to join forces in creating units of study and in using methodologies to provide the skills these students need to pass the state Regents, and especially the English Regents. These two teachers are joined by other teachers in a framework that offers more support in completing the requirements for high school and in getting ready for college.

Another area of attention was with the beginning ELLs, some of whom are new to this country, but others have plateaued after a few years of service. For this group, we have created small ESL classes and a pull-out program. The same can be said for other ELLs: Special Ed, SIFE, or the Intermediate ELLs with developing skills in reading and writing. As a small school with limited resources and a large ESL population as a percentage of the entire school, we have maximized our ability of providing the required support. We offer six periods of ESL per day with more minutes of instruction as required by the state. In addition, cooperation between teachers and administration have been instrumental in creating sound educational programs for our ELLs.

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.

Before the beginning of the school year, the school administration was available to assist the newly enrolled ELLs by offering information about programs and activities. We are a small school with a small number of ELLs who come "over-the-counter". In such cases, the guidance counselor and the ESL teacher will team up to offer the newcomer and his parents all their assistance. During the first meeting, the parent will fill out the paperwork necessary, and the student will be introduced to the school culture. The ESL teacher will chaperone the student throughout the day, from one class to the other. On the days that follow, the student will be paired up with another ESL student (a junior or a senior) who will be his/her buddy. We believe that a smooth adaptation and transition to a different educational system are more beneficial than anything else, and may predict future accomplishments.

18. What language electives are offered to ELLs?

ESL students are offered Spanish as a foreign language.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 teachers will attend in-house ESL professional development throughout the school year. These PD opportunities will be organized during faculty meetings and after school, as part of the Title III PD program, and also during full-day PD. We anticipate to have at least 3 PD sessions for the entire staff for the school year, within the confines of Title III. In addition, the ESL teacher will raise the educational issues of ESL students during the bi-weekly department and grade meetings. In the past years, we had the opportunity to work with the ESL specialist from the network. We will continue to organize PD meetings during Chancellor's PD days on ELL issues. The training will concentrate on developing best practices for curriculum planning, delivery, and creating differentiated assessments for ELLs. In addition, teachers will learn about the new body of ELL assessments, from the new instrument of eligibility (NYSITELL) to the new NYSESLAT.

(2) This is a very challenging task. The new standards have called for changing assessments. For the ELLs, all assessments will be different this school year, culminating with the gradual introduction of the common-core Regents exams later in 2014. All teachers of ELLs will receive instruction in the new NYSITELL and NYSESLAT. We are continuing a process of preparing teachers for new standards and new evaluation of ELL students, a process that we started last school year, when a revised NYSESLAT reviewed a number of common-core standards.

The ESL teacher will work with available resources from the network and DOE to compile a set of educational units and methodologies that address the needs of the ELLs in the light of new common-core standards. The same avenues will be used for this PD: department and grade meetings, faculty meetings, PD days, and after-school PD programs.

(3) There are questions that arise every year with the arrival of 9th grade ESL students who transition from middle school to high school. In the beginning of the school year, the ESL teacher meet with staff on an individual basis to make sure ELLs and their needs are identified. This information includes students' strengths and weaknesses, according to their NYSESLAT performance and 8th grade state assessments. The ESL teacher also makes available writing samples and background information of all newcomer ELLs for the use of all teachers of ELLs. Departments work with coaches for curriculum mapping and differentiated practices, and the freshman team works with the ESL teacher to better assist ELLs.

(4) There are Chancellor's PD days during the school year in September, November, January, and June. We are going to use at least one hour of each PD day to dedicate this time to ELL training in new assessment and common-core curricular adaptations for these students.

We will also organize three after school PD sessions, one in December and two in the Spring semester. These sessions will bring together all teaching staff because we all teach ESL students. The sessions will last 1 ½ hour each and will be organized under the Title III.

At least two monthly faculty meetings will have as one of the topics ELLs and instruction.

The Network, the region, and DOE have traditionally organized meetings and PD sessions on the topic of ESL instruction. Our staff will participate at these events and bring back information to be disseminated during bi-weekly department and grade meetings.

## 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?

(1) This school year we have started with an impressive number of parent workshops and initiatives meant to connect parents and students to our school partners and communities. Parents of ELLs are active and energetic; the school is pleased to see its efforts of involving parents paying off.

Parents are involved in many different ways in our school. Parents participate in monthly PTA & SLT meetings. Parents, teachers, and students are organizing bake sales during the school year. One example of effective community effort was the fundraising and community awareness campaign “Making Strides Against Breast Cancer Walk”, that took place on October 19th, 2013. Our parents, teachers, and educators raised around \$1,200 to this noble cause. Even earlier, in September 2013, Planned Parenthood, our school's non-profit partner, organized an after-school presentation for parents, students, and community members on the topic of public health.

In addition, parents and educators from our school were involved in another awareness campaign, against domestic violence, throughout the month of October.

Our Parent Coordinator, Jackie Fernandez, is involved in planning workshops with parents and students, monthly newsletters, and bringing the information that the parents want. One example of a parent workshop was an immigration workshop organized in the evening for the parents of ELLs in the month of September 2013. The sponsor was the non-profit group Advocates for Children of New York. We plan to continue this successful initiative with follow-up meetings throughout the year.

Another activity for parents and students organized in September 2013 was a workshop on life insurance sponsored by our school partner, Bank of America.

Active parents of ELL students are involved in a meeting and planning group that is organized by the ESL teacher and coordinator. Their meeting takes place monthly and covers the topics of entitlement, testing, academics, and curriculum for the ELLs.

(2) The school is working with Bank of America on a number of educational and social issues that touch the needs of families in this neighborhood. Bank of America has sponsored after-school workshops that cover college preparedness issues. Another after school activity sponsored by our

educational partners is a Actors' Workshop that takes place after-school and on Saturdays in Chelsea, NY. Many participants are ESL students who work with professional actors and speech coaches to learn presentation skills and how to reduce their accent.

Our ELLs are active participants in these activities. Most ELLs are seniors so they take the job of preparing for college seriously.

(3) The needs of parents are expressed clear and loud during monthly PTA meetings. We also assess the needs and concerns of parents of ELLs during their initial visit to school, during September ELL Parent Orientation Meeting, or during parent-teacher conferences. The ESL teacher works with the parent coordinator to better assess these needs.

(4) The needs of parents are reflected in the activities that we organize in our school. We organize an ELL Parent Orientation every year in September to answer most questions about school programs. Some of the most pressing problems that parents and students are facing have been addressed by our meetings and workshops: immigration, public health, and college preparedness. We have created a framework for the concerned parents of ELLs to come to school and be involved in the PTA, SLT, or meet with the Parent Coordinator, school administration or the ESL teachers.

During the Spring 2011 semester, our school organized in-house PD with the ESL and Spanish teacher to the new teachers of newcomer ELLs as part of the Title III professional development component. Topics to cover included how to differentiate planning, lesson delivery, activities, assessments, and fair grading practices for a mainstream class with newcomer ELLs, SIFEs, and/or Special Education LEPs. During Fall 2011 the ESL coordinator will present learning strategies and ESL methodologies to small groups of teachers during meetings organized around grades and departments. Twice a week, groups will meet around grades and twice around departments. The ESL teacher will present on the weekly agenda the learning needs of ELLs. In addition, the last Friday of each month leaves a full hour of PD. The ESL teacher has planned three PD sessions on ESL mandates, learning styles, and methodologies.

(4.) An Entitlement letter and ELL Orientation Meeting letter in the parent's preferred language, as indicated during the informal interview during the intake process or by other meetings in person or over the phone, are mailed home to notify parents of ELL

entitlement and the date and time of the orientation. Parents who do not attend are sent a follow-up letter and/or phone call; this year as a last resort, the school will mail home the ELL Parent Orientation Meeting Agenda, Parent Survey and Program Selection form for completion in the parent's preferred language, along with a note of encouragement to come into the school or contact the Parent or the ESL Coordinators. The ESL Coordinator keeps a list of parents who received these packets in the ELL Compliance Binder and record the date when these packets are received. The ESL Coordinator and the Parent Coordinator plan an ELL Parent Orientation Meeting for the parents of newcomers.

At this meeting, parents sign-in, receive an Agenda, watch Program Orientation DVD in their preferred language, and discuss the three program options of TBE, Dual, and ESL. The ESL Coordinator provides some research-based information on the three programs. Additional information available for parents includes the NYSESLAT Parent Information Brochure and DOE-provided materials. At the end of the meeting, the parents fill out a Parent Survey and Program Selection form that indicates in order which program they prefer for their children. If parents select TBE or Dual above ESL, then the ESL Coordinator or the Parent Coordinator explains to these parents that those options are not available at this school, but that our school can assist the parents locate alternative schools with those language programs. Last year, a parent opted for a bilingual program; therefore, the ESL Coordinator, the Spanish teacher, and guidance counselors assisted in providing a list of schools with bilingual programs, calling those schools to find open seats, and otherwise supporting the transfer process. However, ultimately the parent did not find open seats in a bilingual program and decided to keep her son in our ESL program. All paperwork from these meetings will be filed in the ELL Compliance Binder.

For continuing ELLs, a Continued Entitlement Letter is mailed home in the parent's preferred language to be signed by parents and returned to the school to keep on file. Second notices requesting parent signatures are sent as a follow-up with students' signing a list acknowledging receipt of the letter; when parents return signed Continued Entitlement Letters, they are checked off and dated on the same list.

## **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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PEACE AND DIVERSITY ACADEMY**

**School DBN: 278**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
ANDREW M. L. TURAY	Principal		11/5/13
MICHELLE NOONAN	Assistant Principal		11/5/13
2013JACKIE FERNANDEZ	Parent Coordinator		11/5/13
DINU PIETRARU	ESL Teacher		11/5/13
AWILDA SANCHEZ	Parent		11/5/13
JABNIA GARCIA, Spanish	Teacher/Subject Area		11/5/13
JOY RAMILO, Science	Teacher/Subject Area		11/5/13
	Coach		11/5/13
	Coach		11/5/13
PAULETTE PARRIS	Guidance Counselor		11/5/13
	Network Leader		11/5/13
	Other		11/5/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 12X278 School Name: Peace and Diversity Academy

Cluster: \_\_\_\_\_ Network: CFN411

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

### **Part A: Needs Assessment Findings**

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

Every semester, our school administration, guidance counselors, and the ESL coordinator look at the BESIS report to review the languages that parents of our students use at home. Even though our school is small and the ESL population is only 36, many of our students (ESL or regular ed) have parents who speak another language at home.

BESIS report is run and compiled with the present LAP that offers information on home languages of ESL students. In addition, ATS, ARIS, the Home Language Surveys, and student emergency contact cards give us information about languages parents speak and understand at home. The school prepares a report that includes all students' households, focusing on languages spoken at home. We record the primary language spoken by the parents and determine whether parents need any language assistance in order to communicate with the school.

Based on these named sources, we have prepared and constantly updated documents that contain this information:

- ↑ number of LEP parents from ESL and non-ESL students.
- ↑ number of languages represented in your school
- ↑ current language resources (bilingual personnel, parents, students, organizations)
- ↑ number of documents school needs to disseminate
- ↑ number of formal/nonformal face-to-face interactions

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

Parents feel the need to be involved in school affairs. Many of these parents do not have any experience in PTA or any other school participation initiative. Demographics data contained in ATS, ARIS, and the studies published in scientific literature about our school population describe the needs of our minority students. Many parents feel challenged by changes in public education, especially when parents come from a different culture, language, or ethnic heritage. Some parents retreated from constant involvement in their children's public education, at least temporarily, because of lack of sufficient information or detachment from an avalanche of school changes and reforms. The need to have all parents involved in PTA and school activities is the cornerstone of our translation and interpretation services. We also noticed that most bilingual and multilingual parents prefer communications in English **and** their native language. All these assessments are disseminated through the PTA, during conferences with parents, teachers, and administrators, ESL orientation meetings. We use the weekly PTA newsletter that reaches all students and their households.

## **Part B: Strategies and Activities**

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

Important school notices and announcements are translated into main languages parents speak, such as Spanish and French. The translators are teachers competent in target languages. We also use the services offered by DOE's Translation and Interpretation Unit. However, there are a number of low-incidence languages, such as Krio, Malinke, Wolof that parents speak and understand. For them, we use private services to translate letters and notices to parents. Also we use the help of senior students and school graduates who are fluent in these languages. Let us mention the fact that some languages have only oral aspect, so these parents need to be informed using face-to-face interviews. We saw that bilingual notices, one side in English and the other side in home language are very effective ways to reach parents and motivate them to participate in school activities and understand school requirements. Parents are eager for information. It is always a good idea to send them more notices in languages they are comfortable. Parents then will see their involvement in school matters as something necessary. Most parents who speak low incidence languages are comfortable in a major language, such as English, Spanish or French. The fact that we reach them on different linguistic levels, show the interest we have in their ethnic and cultural heritage. The parents' participation in school life has improved if we account for better communication in English AND their home language. As an example, we mention the participation of the parents of ELLs in PTA and in the periodic meetings with teachers, counselors, and ESL coordinator. There are two meetings with parents of ELLs each semester where important topics are covered: common-core standards, requirements for graduation, preparedness for college, and NYSESLAT preparation. These meetings will involve oral and written translation services, where teachers and parents will satisfy the translation needs of the participants.

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.

During PTA meetings, open school nights, guidance meetings, and other situations bilingual parents are invited to school, we have compiled a list of staff resources to use when we need translations. We have staff members who speak Spanish, French, Malinke, and Creole. We also have a small number of senior students who speak low-incidence languages that a few parents are fluent, such as Mandingo and Krio. Their services are used during meetings with parents.

There are a small number of parents who volunteer to provide translation services in Spanish and French.

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

The school determines immediately upon enrollment the language status of the student and his/her family.

A list of parents' primary language is maintained in ATS. A copy of this document is for the use of administration, guidance, ESL coordinator, parent coordinator, and teachers.

We have developed a language access plan that is part of our school's CEP.

Our school makes every effort to send information home in the language that parents understand. Parents are informed about their rights as members of our school community. They have the right to available language services.

During formal and informal parent-teacher-school meetings (CEP, PTA, conferences, hearings, parents' visits), the school offers translation and interpretation services using staff members and parent and student volunteers.

Upon enrollment and also during school visits, parents are notified in the language they understand about their rights regarding translation and interpretation services.

Our school translates important documents containing critical information in the languages that parents understand.

Our school safety plan contains our policy to ease access to information and to school officials for the parents who speak other languages.

Our school has posted signs for the parents and visitors that show the availability of interpretation services.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">Peace and Diversity Academy</a>	DBN: <a href="#">12X278</a>
Cluster Leader: <a href="#">Chris Groll</a>	Network Leader: <a href="#">Michael Alcott</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: <input type="text"/>
Total # of ELLs to be served: <a href="#">38</a>
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: <a href="#">4</a>
# of certified ESL/Bilingual teachers: <a href="#">1</a>
# of content area teachers: <a href="#">3</a>

## 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: There will be a before-school and after-school program that will focus on direct instruction in English and content areas, using ESL methodologies. The ESL teacher will push in. The program will serve all 38 ESL students, grades 9-12, in English with French and Spanish native language support. The ESL teacher will coordinate services with three other content-area teachers who teach the ESL students in Math, Science and Social Studies. All ESL students will be invited to attend this program. The participating teachers will reflect the disciplines that ELL students need separate instruction: Math, Science, and Social Studies. Title III teachers will have a sizable number of ESL students in their regular classes, and will express a strong commitment to learn and share strategies that work well with ELLs. The After-School Program Reading component will support ELL students by giving them monitored silent sustained reading time, pair reading, read-alouds with the teacher, or targeted reading strategies. Most of the students are part of the in-school Reading Inquiry Program, and are required to spend at least an extra sixty minutes after school doing independent reading.

The Read 180 Leveled Library with Audiobooks, a leveled Bilingual Spanish-English Library, French native language books, online reading and vocabulary resources are some ways to engage students and allow them to use multiple modalities. The ESL and ELA teachers monitor independent reading, offer support such as modeling reading strategies or pair reading, and conference with individual students during this time. Students' Weekly Reading Logs are signed in ten-minute blocks, and require a minimum of five hours a week. Students who complete the first fifteen hours are awarded a personalized bookmark with an inspirational quote. Students who complete fifty hours of reading are awarded their own, self-selected book as a motivational reward.

After school/before school direct instruction program will support LEP students in their coursework and better prepare them for success. This is particularly helpful for SIFE students, newcomers, and long-term ELLs. The ESL teacher offers individualized instruction and bilingual help in content areas, as well as extra preparation and practice for Regents exams.

The After School/Before School Program is organized in the following manner:

-Tuesdays and Thursdays, 7:30 to 8:00.

-Tuesdays and Thursdays, two sessions after school, from 2:30 to 3:15 or 3:15 to 4:15. Teachers and students in the early session will be in attendance starting 2:30PM. Students and teachers in late session will start the program at 3:15PM.

The program will take place with a minimum of six students per teacher. The three content area participating teachers will benefit from the interaction with the ESL teacher who will push in.

The number of hours per session can be divided among the teacher participants, providing the fact that each of them has sufficient number of students.

Teachers, guidance, and administrators will make efforts to recruit students and popularize the benefits of the program.

### Part B: Direct Instruction Supplemental Program Information

The program will start on December 6, 2012 and will end in May 2013, or when funds deplete. The program has enough funds to run for 16 complete weeks, providing that all participating teachers stay for an hour each session.

Trips are an extended activity of the instructional programs. We have scheduled trips to museums and cultural attractions in NYC that are particularly sensitive to ELLs: Ellis Island, Statue of Liberty, Wall Street, Museum of the City of NY, and Museum of Natural History. Careful preparation of these trips will offer students the opportunity to experience language, history, and science in the making. Most of our ELLs are recent immigrants confined in the limits of their own ethnic communities. Trips will offer them the opportunity to experience the dynamic realities of a multi-cultural society. Better cultural exposure, research says, translates into better academic results.

### 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

Begin description here: There will be three in-house after-school professional development session in January, February, and March 2013. Each session will last one and a half hour and involve all teachers in school who work with ELLs. We are a small school and practically all teachers have a number of ELLs in their classes. We are going to select six teachers to participate in each PD session that will take place after school. Teachers will be selected based on the number of ELLs they serve and also based on their professional interest to learn and exchange teaching methodologies that work with ELL.

There is a strong need for professional development opportunities for our educators working with the ELLs. Teachers review successful practices and strategies used with the ESL population and share their experience with the rest of the staff.

We want to make this PD series a useful learning experience. We have invited the network to join in and send a presenter specialized in the learning needs of ELLs.

The topics to be covered for each session are:

First session (January 2012):

-Making sense of ESL data and assessments

- What is the NYSESLAT?

Second session (February 2013):

-The needs of SIFE and newcomer ELLs.

Third session (March 2013):

-Looking at student work.

The participating teachers will look at pre, during, and post data, as well as student work samples to determine student growth, while focusing on SIFE and newcomer ELLs to provide the most targeted English language level support.

Teachers will then share best practices with their grade teams and departments during school common planning or departmental meetings. The participants will also reflect on the efficacy of the Title III After/Before School Program and will write an evaluation narrative. The organizer of the PD series will be the ESL Coordinator.

### 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: We will offer four in-house workshop sessions for parents and guardians and families of ELLs during after school. Participating workshop facilitators may include the ESL teacher, the Parent Coordinator, and a Guidance Counselor. Each workshop will be 1 1/2 hour long.

We noticed from our experience that many parents of ELL students have a limited experience in school governance and involvement. Parents tend to consider school as an institution that does not need parents as active participants. In addition, many parents seem overwhelmed by new changes in education and also by the language barrier. Our effort is directed towards creating a working community of parents and educators that will discuss the important issues facing the education and integration of ESL students.

The target dates are:

January, February, March, and April 2013. Refreshments will be provided.

Parent Workshop Topics:

- Bridging the Gap: How to do a lot in a short time. ELLs should graduate and go to college.
- ESL Learning standards. The Common Core Curriculum and the ELLs.
- Preventing Drop-Out for Students at Risk
- NYSESLAT preparation.

The organizers of these parent workshops will be the ESL Coordinator and the Parent Coordinator.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>8,647</u>	<u>\$8,647 for teachers - after school/before school tutoring program for ELLs</u> <u>4 participating teachers have 5 hours allocated per each session. There are two sessions per week.</u> <u>(10 hrs x 16 weeks x \$50.19 = \$8,030</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>In-House Professional Development: (6 Teachers x \$22.86 x 1.5 hrs x3 = \$617)</u>
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	<u>1,463</u>	<u>Trips to New York City Museums and Educational Attractions:</u> <u>-Ellis Island</u> <u>-Museum of Natural History</u> <u>-Wall Street and Stock Market</u>
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	<u>1,000</u>	<u>Purchase ESL materials for the After/Before School program. All purchased materials will be used with our 35 participants.</u>  <u>Direct Instruction: Books (\$1000)</u> <u>Vendors: Pearson Harcourt.</u>
Educational Software (Object Code 199)	??????	??????
Travel	??????	??????
Other	<u>90</u>	<u>Professional Development Refreshments: \$90</u>
<b>TOTAL</b>	<b><u>11,200</u></b>	??????