



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** PABLO NERUDA ACADEMY  
**DBN (i.e. 01M001):** 08X305  
**Principal:** GUADALUPE DIAZ  
**Principal Email:** [GDIAZ3@SCHOOLS.NYC.GOV](mailto:GDIAZ3@SCHOOLS.NYC.GOV)  
**Superintendent:** CARRON STAPLE  
**Network Leader:** MALIKA BIBBS

**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
Guadalupe Diaz	*Principal or Designee	
Samantha Mezzina	*UFT Chapter Leader or Designee	
Mauveline Grant	*PA/PTA President or Designated Co-President	
Diego Valencia	DC 37 Representative, if applicable	
Andrew Luzunaris Kashief Estiels	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
David Liu	Member/ CSA	
Annie Heller	Member/ CSA	
John Young	Member/ UFT	
Sharon Walker	Member/ Parent	
Courtney Deaton	Member/ Parent	
Bessie Griffith	Member/ Parent	
Clotilde Luzunaris	Member/ Parent	
Maria Magdalena Rodriguez Acevedo	Member/ Parent	
	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
- 1. 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 08X305**

School Configuration (2013-14)

<b>Grade Configuration</b>	09,10,11,12	<b>Total Enrollment</b>	335	<b>SIG Recipient</b>	N/A
Types and Number of English Language Learner Classes (2013-14)					
<b># Transitional Bilingual</b>	N/A	<b># Dual Language</b>	N/A	<b># Self-Contained English as a Second Language</b>	N/A
Types and Number of Special Education Classes (2013-14)					
<b># Special Classes</b>	N/A	<b># SETSS</b>	4	<b># Integrated Collaborative Teaching</b>	75
Types and Number of Special Classes (2013-14)					
<b># Visual Arts</b>	10	<b># Music</b>	N/A	<b># Drama</b>	N/A
<b># Foreign Language</b>	19	<b># Dance</b>	N/A	<b># CTE</b>	N/A
School Composition (2012-13)					
<b>% Title I Population</b>	75.8%	<b>% Attendance Rate</b>			81.0%
<b>% Free Lunch</b>	99.7%	<b>% Reduced Lunch</b>			0.0%
<b>% Limited English Proficient</b>	17.2%	<b>% Students with Disabilities</b>			28.9%
Racial/Ethnic Origin (2012-13)					
<b>% American Indian or Alaska Native</b>	0.6%	<b>% Black or African American</b>			26.2%
<b>% Hispanic or Latino</b>	68.5%	<b>% Asian or Native Hawaiian/Pacific Islander</b>			4.1%
<b>% White</b>	0.6%	<b>% Multi-Racial</b>			N/A
Personnel (2012-13)					
<b>Years Principal Assigned to School</b>	2.34	<b># of Assistant Principals</b>			2
<b># of Deans</b>	1	<b># of Counselors/Social Workers</b>			2
<b>% of Teachers with No Valid Teaching Certificate</b>	5.7%	<b>% Teaching Out of Certification</b>			6.9%
<b>% Teaching with Fewer Than 3 Years of Experience</b>	22.9%	<b>Average Teacher Absences</b>			6.1
Student Performance for Elementary and Middle Schools (2012-13)					
<b>ELA Performance at levels 3 &amp; 4</b>	N/A	<b>Mathematics Performance at levels 3 &amp; 4</b>			N/A
<b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>	N/A	<b>Science Performance at levels 3 &amp; 4 (8th Grade)</b>			N/A
Student Performance for High Schools (2011-12)					
<b>ELA Performance at levels 3 &amp; 4</b>	66.5%	<b>Mathematics Performance at levels 3 &amp; 4</b>			35.1%
Credit Accumulation High Schools Only (2012-13)					
<b>% of 1st year students who earned 10+ credits</b>	N/A	<b>% of 2nd year students who earned 10+ credits</b>			N/A
<b>% of 3rd year students who earned 10+ credits</b>	N/A	<b>4 Year Graduation Rate</b>			60.9%
<b>6 Year Graduation Rate</b>	58.6%				
Overall NYSED Accountability Status (2012-13)					
<b>Reward</b>		<b>Recognition</b>			
<b>In Good Standing</b>		<b>Local Assistance Plan</b>			
<b>Focus District</b>	X	<b>Focus School Identified by a Focus District</b>			X
<b>Priority School</b>					

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

Met Adequate Yearly Progress (AYP) in Science (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	N/A	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	N/A		

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	Yes	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	Yes		

Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	N/A
<b>Hispanic or Latino</b>	No	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)

<b>American Indian or Alaska Native</b>	N/A	<b>Black or African American</b>	Yes
<b>Hispanic or Latino</b>	Yes	<b>Asian or Native Hawaiian/Other Pacific Islander</b>	N/A
<b>White</b>	N/A	<b>Multi-Racial</b>	N/A
<b>Students with Disabilities</b>	N/A	<b>Limited English Proficient</b>	N/A
<b>Economically Disadvantaged</b>	No		

## 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>			
The strengths of our school's 12-13 SCEP were:			
<ul style="list-style-type: none"> <li>• There was clear alignment among the SCEP, Principal's PPR, and our School-wide goals.</li> <li>• All constituents (school leaders, teachers, parents, students, community partners) were involved in developing the SCEP and all constituents have ownership in one or more of the strategies outlined to work towards the goals.</li> </ul>			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
The areas for improvement, as described in our school's 12-13 SCEP were:			
<ul style="list-style-type: none"> <li>• <u>Instructional expectations</u> –The PNA Instructional Expectations will be created as a way to define priorities and increase the principal and school community's ability to make strategic decisions to organize resources.</li> <li>• <u>Performance-based assessments</u> – ELA, math, social studies, science, arts, and foreign language teachers will develop, implement, and assess two performance based assessments (one in the Fall and one in the Spring) as a way to measure student mastery of the identified CCLS.</li> <li>• <u>Curriculum maps</u> – The Accreditation Committee will review course curriculum maps (ELA, math, social studies, science, and electives) to ensure alignment to the CCLS and provide feedback to each department on the quality of the maps in order to strengthen the rigor in units.</li> <li>• <u>Inquiry work</u> – Teachers will engage in cycles of Kid Talk inquiry work during weekly grade team meetings and will develop targeted intervention plans for students in the lowest third.</li> <li>• <u>Communication</u> – A strong two-way communication system between the school and parents will be fully developed and effective communication amongst all members of the PNA school community (students, parents, staff, and administration) will increase.</li> </ul>			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
We faced challenges primarily around two of our five goals:			
<ul style="list-style-type: none"> <li>• The amount of time spent on each curriculum map and the number of feedback cycles it took to develop and approve rigorous CCLS-aligned curriculum maps.</li> <li>• Inquiry work had small pockets of impact with individual students, but we did not see as much change with whole subgroups.</li> </ul>			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
Our school successfully implemented three of the five goals outlined in our 12-13 SCEP (goals 1, 2, 5). We met these three goals by implementing the strategies outlined in the SCEP.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>			<input checked="" type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
We did not meet two of the goals (goals 3, 4), however, we made great strides towards achieving the goals. We did not meet the goals because of the challenges we faced, as described above. We have reflected upon these barriers and have worked on a plan to address these areas for the 13-14 year.			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>			<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

### ***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>			
The anticipated barriers and challenges in developing and implementing this year's SCEP include:			
<ul style="list-style-type: none"> <li>• Preliminary goals that were developed and communicated in June 2013 may not be fully applicable based on shifts in city-wide expectations (i.e. Advance, MOSL selections).</li> <li>• Partial versus full attainment of goals based on new strategies that will be used to implement (i.e. time and number of cycles for our new process of inquiry work; the implementation of the school-wide routines program).</li> </ul>			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
The 13-14 student academic achievement targets for the identified sub-groups are:			

- English (all) – AMO 163
- English (Hispanic) – AMO 143
- Math (all) – AMO 142
- Math (Hispanic) – AMO 117

**Describe how the school leader(s) will communicate with school staff and the community.**

School leaders will communicate the goals and implementation plan detailed in the 13-14 SCEP in the following ways:

- To elected members of the School Leadership Team during monthly meetings
- To parents at monthly PTA meeting
- To staff at monthly staff meetings

Leaders will also communicate the progress towards these goals throughout the year through the monthly meetings listed above.

**Describe your theory of action at the core of your school's SCEP.**

Pablo Neruda Academy seeks to prepare students for college and life beyond as highly literate, critical thinkers and problem solvers. The school is organized around the notion that collaboration and shared practices and strategies will create a supportive environment to enhance student achievement.

**Describe the strategy for executing your theory of action in your school's SCEP.**

The following areas support the formation of a collaborative culture and will help us execute our theory of action:

- Coherent instructional practices – Our work around the eight focus areas of our Instructional Framework, curriculum maps and unit plans using the UBD format, lesson plans following the workshop model format, shared instructional strategies including inquiry-based instruction, weekly department meetings with instructional agendas
- School organization and support – Instructional cabinet comprised of an administrator and department heads, inquiry-based leadership team comprised of an administrator and grade team leaders, monthly differentiated professional development, weekly and monthly coaching support
- Accountability and assessment structures – Regular observations from each administrator, monthly instructional walk-throughs focusing on one of the eight instructional framework areas, scholarship reports provided at the end of each report card marking period, use of student data tools (including Skedula, DYO interim assessments, department item analysis spreadsheets) to support data-informed curriculum design

**List the key elements and other unique characteristics of your school's SCEP.**

Some key elements and unique characteristics of our school's SCEP are:

- Our goals center around teacher teamwork as a way to impact instruction and increase student achievement.
- The development of two school-wide initiatives came out of the work of the school's two leadership teams. The continued development and implementation of these initiatives through teacher teams is a key element in this year's SCEP.

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

Our school will utilize our long-established teams (grade teams, departments, grade team leaders, instructional cabinet, accreditation committee) and structures to effectively oversee and manage the improvement plan. Our goals rely on the work of these teams and the systems they have in place around goal-setting, reflection, and the use of protocols.

## 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).							
Developing Quality Review (DQR) 1.2: Ensure all teachers provide the opportunity for students to engage in the high-level thinking and discussion so all learners are engaged take ownership of their work.							
<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	7-8	<b>HEDI Rating:</b>	P

### **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>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.
By June 2014, systems and structures will be used to develop strategies for implementation of the Instructional Focus across disciplines in order to develop the skills necessary for students to pass state exams.

### **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>1. Strategies/activities that encompass the needs of identified subgroups</b>
Strategy: School leaders will put systems in place to implement the Instructional Focus, creating structures for teacher teams and providing students with additional learning opportunities.
<ol style="list-style-type: none"> <li>1. Activity – Administrators and teacher leaders will work with a network coach to create a system for inquiry work at the school in order for teacher teams to evaluate student progress and determine skills that need to be addressed.</li> <li>2. Activity – Professional development opportunities (inside and outside the school) around the Instructional Focus will be provided to teachers.</li> <li>3. Activity – School leaders will provide time for department teams to “tune” unit plans, using a protocol, to ensure all levels of learners are being addressed (i.e. SWDs, ELLs) and strategies related to the Instructional Focus are included.</li> <li>4. Activity – Saturday Academy and after school courses will be offered to students who either need additional support in particular areas as well as to students who would benefit from accelerated coursework.</li> <li>5. Activity –Common planning time will be included in the master schedule so that all co-teachers have time within the week to meet, plan, and discuss strategies to support all learners (i.e. SWDs, ELLs).</li> </ol>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Administrators and teacher leaders (grade team leaders) will meet with a network coach once a week.</li> <li>2. Administrators and teacher leaders (grade team leaders, department heads) will plan monthly professional development for teachers and will pass on information about outside PDs as they arise.</li> <li>3. Administrators will schedule department meetings once a week for teachers to work on unit plan tuning and will check-in monthly with department heads on progress.</li> <li>4. Administrators will create postings for teaching positions for classes to occur on Saturdays and after school.</li> <li>5. Administrators will schedule common planning into the master schedule for all co-teaching pairs each semester (Fall and Spring).</li> </ol>
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. By June 2014, a formalized inquiry cycle will be developed and implemented, as evidenced by weekly meeting notes from Leadership team meetings, department and grade team meetings.</li> <li>2. By June 2014, a PD plan will be finalized to include all PD opportunities offered throughout the year, as evidenced by the collection of agendas, notes, and teacher reflections from outside and in-school PDs.</li> <li>3. By June 2014, all teachers will receive feedback on their unit plans through the facilitation of the unit plan tuning protocol during department meetings; and revised</li> </ol>

- plans will be collected by department heads; administrators will see evidence of strategies in the plans during walkthroughs and observations.
- By June 2014, students scheduled for Saturday Academy and after school courses will demonstrate progress in skills, as evidenced by performance assessments (Fall and Spring).
  - By June 2014, co-teaching pairs will implement strategies around the instructional focus addressing all levels of learners in their classes, as evidenced by submission of common planning forms and through walkthroughs and observations conducted by administrators.

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

- Beginning September 2013 and ending June 2014, the Leadership team will meet with a network coach after school, once a week, for 50 minutes.
- Beginning September 2013 and ending June 2014, professional development around the Instructional Focus will take place on PD days and Staff meetings, twice a month, for 45 minutes.
- Beginning September 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes.
- Beginning September 2013 and ending June 2014, Saturday Academy will take place once a week for 5 hours, and after school classes will take place four days a week for 50 minutes.
- Beginning September 2013 and ending June 2014, co-teachers will meet weekly, for 50 minutes.

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

- The Leadership team (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting
- Teacher professional development around the PNA Instructional Focus will take place on PD days and during Staff Meetings. (no cost associated with this activity).
- Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
- Saturday Academy will run 11 Saturdays for 5 hours each day (4 teachers X 11 weeks X 5 hours); After school will run 4 days a week for 50 minutes (2 teachers X 11 weeks X 2 days X 50 minutes).
- Teachers will participate in common planning at least once a week for 50 minutes (no cost associated with this activity).

**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>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 in Galaxy used to support the activities listed in part A.

<b>X</b>	<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>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).

Developing Quality Review (DQR) 2.2:

Adjust assessment to align with key standards to provide actionable feedback to students.

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	7	<b>HEDI Rating:</b>	P
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**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>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 June 2014, teachers of all core subject areas will develop, implement, and assess two performance-based assessments (one in the Fall and one in the Spring) as a

way to measure student mastery of key Common Core Learning Standards.

### **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**

Strategy: Assistant Principals will monitor their assigned departments in order to facilitate the work of developing, administering, scoring, and analyzing performance-based assessments for each core content area.

1. Activity – Assistant Principals will meet with the Instructional Cabinet (Department Heads) to plan the implementation of the performance-based assessment cycle (from development to administration to scoring to analysis).
2. Activity – All students will complete at least two performance-based assessments (Fall and Spring) in their English, Social Studies, Science, and Math classes.
3. Activity – Departments will use common rubrics to score the performance assessments, will enter student data into a pre-populated spreadsheet, and will use the PNA Looking at Data and Examining Data by Subgroups protocols to analyze the data.
4. Activity – Departments will identify target populations and come up with strategies to implement in their classrooms in order to make gains in the identified skills (based on the notes from the two data protocols).
5. Activity – Departments will check-in monthly on the progress and success of the implementation of the strategies and make any necessary changes and adjustments.

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

1. Assistant Principals will meet with the Instructional Cabinet (Department heads) once a week.
2. Teachers (English, Social Studies, Science, Math) will administer performance assessments in their respective classes, to all students in the Fall and in the Spring.
3. Department heads will facilitate the scoring (and norming) of the performance assessments and will facilitate the two data protocols with all teachers.
4. Teachers will work in departments to analyze spreadsheets, identifying trends and brainstorming strategies for groups of students.
5. Department heads will check-in monthly on the implementation, implementation of the strategies by recording their team's progress on an online form.

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

1. By October 2013, an assessment calendar will be developed, that includes dates of exam administration and scoring, and outlines the data analysis cycle (data protocols to strategies, to implementation of strategies, to check-ins). By June 2014, the calendar will be completed to include the progress and adjustments of the strategies.
2. By June 2014, all students will have two performance assessments and scores (Fall and Spring) for each content area (English, Social Studies, Math, Science) included in their student work folders).
3. By June 2014, all administered exams will be analyzed using two data protocols (Looking at Data and Examining Data by Subgroups) and spreadsheets will be created to record the results.
4. Meeting notes forms will be used at weekly Department meetings to record strategies and progress of the implementation of the strategies.
5. Monthly goal check-in form will be used at weekly Department meetings to record the progress of the implementation of the strategies; this will also be added to the assessment calendar throughout the year.

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

1. Beginning September 2013 and ending June 2014, the Instructional Cabinet will meet after school, once a week, for 50 minutes.
2. Beginning September 2013 and ending June 2014, teachers will administer two performance assessments (Fall and Spring) to all students.
3. Beginning September 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes.
4. Beginning September 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes.
5. Beginning November 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes.

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

1. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting.
2. Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
3. Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
4. Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
5. Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).

***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>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 #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).			
Developing Quality Review (DQR) 1.1: Revise curriculum maps to incorporate key standards and rigorous Common Core Learning Standard (CCLS) tasks that provide all learners with consistent opportunities for critical thinking.			
<b>Review Type:</b>	DQR	<b>Year:</b>	2013
		<b>Page Number:</b>	7
		<b>HEDI Rating:</b>	D

#### **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>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.
By June 2014, the PNA School-Wide Literacy Plan will be fully implemented by all departments (ELA, math, social studies, science, and electives) in order to support alignment to the Common Core Learning Standards.

#### **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.
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<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
Strategy: The Instructional Cabinet (Department heads) will facilitate the work of implementing the school-wide literacy plan in order to shift school-wide teaching practices around reading and writing.
<ol style="list-style-type: none"> <li>1. Activity – The Instructional Cabinet will meet once a week as well as attend a retreat to review teacher practices and add the best practices to the literacy plan; creating a menu of options for each literacy plan component.</li> <li>2. Activity – Departments will meet once a week to discuss the implementation of the school-wide literacy plan into each of their classroom.</li> <li>3. Activity – All teachers will incorporate strategies outlined in the literacy plan into their units; and will participate in a unit plan tuning protocol.</li> <li>4. Activity – Teachers who have the technological capabilities in their classrooms, will regularly incorporate the technology-based strategies outlined in the literacy plan into their instruction.</li> <li>5. Activity – The Instructional Cabinet will check-in monthly on the progress of implementation of the plan.</li> <li>6. Activity – Department Heads will conduct Instructional walkthroughs three times throughout the year in order to gather evidence of implementation of the program and provide feedback to teachers.</li> <li>7. Activity – Professional development and coaching opportunities will be provided to teachers to learn new strategies that are included in the literacy plan.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Administrative team will meet with the Instructional Cabinet (Department heads) once a week and attend a retreat once a year.</li> <li>2. Department heads will meet with their department teams once a week.</li> <li>3. Department heads will facilitate a unit plan tuning protocol and all teachers will provide feedback on the unit plans through this process.</li> <li>4. Teachers (90%) will have the technology resources available to implement the technology-based strategies in the literacy plan.</li> <li>5. Department heads will check-in monthly on the literacy plan implementation by recording their team's progress on an online form.</li> <li>6. Department Heads and administrators will participate in Instructional walkthroughs during the school day, three times a year.</li> <li>7. School partners will provide professional development and coaching to teachers on strategies from the literacy plan.</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. By June 2014, there will be evidence of implementation of the literacy plan in all classrooms, as evidenced by shared best practices collected by department heads.</li> </ol>

2. Meeting notes forms will be used at weekly Cabinet and Department meetings to record progress of the implementation; shared department agendas will be used to facilitate weekly department meetings.
3. By June 2014, all teachers will receive feedback on their unit plans through the facilitation of the unit plan tuning protocol during department meetings; and revised plans will be collected by department heads.
4. By June 2014, there will be evidence of implementation of the technology-based strategies in the literacy plan by 90% of teachers, as evidenced by shared best practices collected by department heads.
5. Monthly goal check-in form (which includes progress towards goals and adjustments to strategies) will be used by the Instructional Cabinet to record progress of the implementation.
6. Instructional walkthrough feedback forms will be used to evaluate the effectiveness of implementation of the program and as a tool to provide feedback to teachers.
7. Monthly professional development and weekly coaching around instructional strategies within the literacy plan will be provided by school partners, as evidenced by agendas and sign-in sheets.

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

1. Beginning September 2013 and ending June 2014, the Instructional Cabinet will meet after school, once a week, for 50 minutes.
2. Beginning September 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes; and will attend a retreat, once a year, for 5 hours.
3. Beginning September 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes.
4. Beginning September 2013 and ending June 2014, the department teams will meet once a week, on our early release PD days, for 50 minutes.
5. Beginning November 2013 and ending June 2014, the Department heads will check-in on progress once a month during the weekly Instructional Cabinet meeting.
6. Beginning November 2013 and ending June 2014, Department Heads will conduct three Instructional walkthroughs, during the school day, spending 15 minutes in each classroom in their department.
7. Beginning October 2013 and ending June 2014, school partners will provide teachers with professional development and coaching opportunities.

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

1. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting; and 1 X a year for a 5 hour meeting.
2. Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
3. Department teams (comprised of 3-7 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
4. Technology will be purchased to supplement existing resources, 2 SmartBoards.
5. The Instructional Cabinet (comprised of 5 teachers), meet 4 X per month X 9 months for a 50 minute meeting.
6. Department Heads (5 teachers), will conduct Instructional walkthroughs, 3 X a year for 1-3 50 minute periods.
7. School partners (2 coaches), lead professional development and coach targeted teachers X 30 days.

**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>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 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 #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).

External School Curriculum Audit (ESCA) Recommendation #3:

Develop and implement a school-wide positive behavior policy and system with clearly established standards for safety, discipline, and respect. The policy and related

system should include concise social expectations and a continuum of supports, interventions, incentives/rewards, and consequences – including a clear delineation of activities and programs that students are entitled to versus those that are privileges.

<b>Review Type:</b> ESCA	<b>Year:</b> 2011	<b>Page Number:</b> 14	<b>HEDI Rating:</b> N/A
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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.

<b>X</b>	<b>5.2 Systems and partnerships</b>	<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.

In order to support student engagement across the school, by June 2014, a school-wide routines program will be developed and implemented across the school.

**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**

Strategy: The Leadership Team (Grade team leaders) will facilitate the work of developing and implementing the school-wide routines program.

1. Activity – The Leadership Team will meet once a week as well as attend a retreat to finalize development of the school-wide plan and to develop a template for grade teams to use to establish grade-specific routines.
2. Activity – Grade teams will meet once a week to discuss the implementation of the school-wide routines program into each of their classroom and to develop and discuss implementation of grade-specific routines plan.
3. Activity – The Leadership Team will check-in monthly on the progress of implementation of the program.
4. Activity – Grade team leaders will conduct Instructional walkthroughs three times throughout the year in order to gather evidence of implementation of the program and provide feedback to teachers.
5. Activity – Routines handbooks and posters will be printed and shared with staff, students, and parents.

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

1. Administrative team will meet with the Leadership Team (Grade team leaders) once a week and attend a retreat once a year.
2. Grade team leaders will meet with their grade teams once a week.
3. Parent Coordinator and Deans will meet with the Leadership Team during monthly check-ins.
4. Grade team leaders and administrators will participate in Instructional walkthroughs during the school day, three times a year.
5. The Leadership team will develop the routines handbooks and posters; administrators will get them printed; Grade teams and Parent Coordinator will share with students and parents.

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

1. By June 2014, components of the school-wide and grade-wide routines will be present across all classrooms, as evidenced by Instructional walkthrough feedback conducted by the Grade team leaders.
2. Meeting notes forms will be used at weekly Leadership and Grade team meetings to record progress of the implementation; and grade-specific plans will be developed using a template created by the Leadership team; shared grade team agendas will be used to facilitate weekly grade team meetings.
3. Monthly goal check-in form (which includes progress towards goals and adjustments to strategies) will be used by the Leadership team to record progress of the implementation.
4. Instructional walkthrough feedback forms will be used to evaluate the effectiveness of implementation of the program and as a tool to provide feedback to teachers.
5. The Leadership team will use the school- and grade-wide routines templates to create handbooks and posters.

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

1. Beginning September 2013 and ending June 2014, the Leadership team will meet after school, once a week, for 50 minutes; and will attend a retreat, once a year, for 5 hours.
2. Beginning September 2013 and ending June 2014, the Grade teams will meet once a week, on our early release PD days, for 50 minutes.

3. Beginning November 2013 and ending June 2014, the Leadership team will check-in on progress once a month during the weekly Leadership Team meeting.
4. Beginning September 2013 and ending June 2014, Grade team leaders will conduct three Instructional walkthroughs, during the school day, spending 15 minutes in each classroom on their grade.
5. By June 2014, routines handbooks and posters will be created and printed and shared with staff (during staff meetings), students (during grade assemblies), and parents (during PTA meetings).

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

1. The Leadership team (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting, and 1 X a year for a 5 hour meeting.
2. Grade teams (comprised of 5-8 teachers), meet 4 X a month X 9 months (no cost associated with this activity).
3. The Leadership team (comprised of 4 teachers), meet 4 X per month X 9 months for a 50 minute meeting.
4. Grade team leaders (4 teachers), will conduct Instructional walkthroughs, 3 X a year for 1-3 50 minute periods.
5. Administrators will print the documents created by the Leadership team (20 posters and 350 handbooks).

**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 used in Galaxy used to support the activities listed in part A. .

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

**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).

Quality Review (QR) 2.4:  
Determine school-wide expectations and systems for the delivery of precise feedback to support student understanding of their next learning steps.

<b>Review Type:</b>	QR	<b>Year:</b>	2011	<b>Page Number:</b>	5	<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>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</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.

By June 2014, a strong two-way communication system between the school and parents will be fully developed and effective communication amongst all members of the PNA school community (students, parents, and administration) will increase as measured by the annual NYC School Survey.

**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**

Strategy: Members of the school community (including administrators, teachers, parent coordinator, guidance counselor, PTA) will develop and implement strategies to effectively communicate with all members of the school community.

1. Activity – Skedula/PupilPath will be made available for use by all staff, parents, and students in order to increase the ability for parents to track and monitor their students' performance and progress.

2. Activity – Mailings will occur each month; which will include a monthly school newsletter, progress reports, report cards, Ed plans, and other important information for parents and students (i.e. honor roll notices, PupilPath logins, opt-out letters, conference information, school surveys, etc.).
3. Activity – The Parent-Teacher Association will hold monthly meetings that are open to any member of the community.
4. Activity – Family events will be held in the evenings throughout the year to celebrate students (Honor Roll ceremonies, National Honor Society induction) and provide opportunities for parents, students, and teachers to connect (i.e. Back-to-School night, Senior night, Financial Aid workshops, conferences).
5. Activity – Global Connect / School Messenger will be used to make automated phone calls to homes regarding important dates, meetings, student attendance, etc. (

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

1. The Assistant Principal in charge of the budget will oversee the purchase of Skedula before the start of the school year.
2. Assistant Principals will oversee the monthly mailings (creation of newsletter, printing of documents, stuffing envelopes).
3. The Parent Coordinator will work with the PTA president and teachers to create the agenda for the monthly meetings and to ensure there are systems in place to inform families of meeting dates.
4. Administrators and other school staff (guidance counselor, parent coordinator, teachers, etc.) will plan and organize family events (targeting parents for particular events, notifying families of dates, ordering food, providing metrocards, etc.).
5. Assistant Principals will oversee the use of Global Connect / School Messenger; a member of the support staff will ensure it is updated daily.

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

1. By June 2014, there will be evidence that students and families are using Skedula on a monthly basis, as evidenced by check-ins during students' advisory period and by parent surveys at PTA meetings and family events.
2. By June 2014, there will be a minimum of 10 mailings as documented in the PNA Mailings and Correspondence binder.
3. By June 2014, the PTA will hold 10 meetings, as documented with agendas, meeting minutes, and attendance sheets.
4. By June 2014, a minimum of 5 family events will be held, as evidenced by flyers sent to families, agendas, and attendance sheets.
5. Daily use of Global Connect / School Messenger will be checked and updated by a member of the support staff and documented on the automated call calendar.

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

1. Beginning September 2013, students will be taught how to access PupilPath and parents will be given (Back-to-School night) and mailed PupilPath letters with their unique access code. Parents will receive support navigating the system at monthly PTA meetings. Students will log into their PupilPath accounts as least once a month in their advisory classes.
2. Beginning September 2013 and ending June 2014, mailings will be sent home each month that contains the school newsletter and other important documents (i.e. progress reports, report cards, flyers, etc.).
3. Beginning September 2013 and ending June 2014, monthly PTA meetings will be held in the evenings or on Saturdays.
4. Beginning September 2013 and ending June 2014, family events will be held throughout the year (at least one each in September, October, January, March, May).
5. Beginning September 2013 and ending June 2014, Global Connect / School Messenger will be utilized each day to make automated calls to families about students' attendance, upcoming events, etc.

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

1. A yearly subscription of Skedula will be purchased.
2. Support staff will print documents and postage for monthly mailings to families (paid for using Title I and Tax Levy money).
3. The PTA (teachers and parents) will conduct 10 meetings (1 each month) (no cost associated with this activity).
4. Administrators will oversee the execution of family events throughout the year. Funding will pay for the purchase of supplies and materials to support these family events throughout the year.
5. Global Connect / School Messenger will be purchased to make daily automated phone calls to parents (paid for using Title I and Tax Levy money).

**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
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.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement



### 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. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	Each 9 <sup>th</sup> grader receives a second ELA (elective) class geared towards the development of foundational reading and writing skills. The two ELA classes are blocked with one teacher, so 9 <sup>th</sup> graders receive 110 minutes of ELA instruction Monday through Thursday, and 84 minutes of ELA instruction on Friday. Twice a day, after school, targeted students attend a Read180 class to improve their reading comprehension. Twice a year English Regents preparation sessions are offered to all students after school. Twice a year English Regents preparation sessions are offered to all students on Saturdays. Students are also targeted for ELA classes during Saturday Academy.	Small group	During the school day After school Saturday Academy
<b>Mathematics</b>	In addition to their core math class, extended learning opportunities are also available four times a week (during 9 <sup>th</sup> period) to all 9 <sup>th</sup> graders. Students with identified needs (i.e. those needing to pass a Regents Exam) are programmed (during the school day) for a third sequence of Integrated Algebra or Geometry to help them focus on key learning objectives. Twice a year math Regents preparation sessions are offered to all students on Saturdays. Twice a year Math Regents preparation sessions are offered to all students after school.	Small group	During the school day After school Saturday Academy
<b>Science</b>	Students needing to pass the Living Environment Regents exam are programmed into Science and Sustainability during the school day.	Small group Tutoring	During the school day After school Saturday Academy

	<p>Twice a year Living Environment Regents preparation sessions are offered to all students during Saturday Academy. Twice a year Science Regents preparation sessions are offered to all students after school. There is also Living Environment and Earth Science lab support offered twice a year after school. Twice a week, after school, science tutoring and lab make-ups are offered to all students. Students are also targeted for science classes during Saturday Academy.</p>		
<p><b>Social Studies</b></p>	<p>Students with identified needs (i.e. those not passing the Regents or RCT Exams) are programmed for the related core class during the school day (even those students who do not need the credits). Twice a year social studies Regents preparation sessions are offered to all students after school. Students are also targeted for social studies classes during Saturday Academy. 11<sup>th</sup> graders who did not pass the Global Regents exam take a Global Studies through Literature class during the school day.</p>	<p>Small Group</p>	<p>During the school day After school Saturday Academy</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Guidance Counseling Services are provided through:</p> <ul style="list-style-type: none"> <li>• Guidance Counselors push-in to Student Learning Communities (9<sup>th</sup> – 12<sup>th</sup> grade) daily</li> <li>• Workshops related to college planning</li> <li>• Walk-in counseling: counseling services are provided to individual students when needed</li> <li>• Alternate Placements - Students who are not on track, have few credits, and are older are evaluated to determine if alternate placements would be beneficial (done on an individual and as needed)</li> <li>• Support for Struggling Seniors – Several times per week, individual and group meetings occur with 12<sup>th</sup> graders at risk of not graduating</li> <li>• Individual Career Plan - Transcript</li> </ul>	<p>Small group One-on-One</p>	<p>During the school day After school</p>

reviews are conducted for every student through advisory classes, on an individualized basis

- College and Career counseling is available for students for two hours after school twice a week

The following At-risk Services are provided by our Social Worker:

- Mandated Counseling for Students with IEP's – Done one on one and in small groups as outlined in IEP documentation
- Short Term Counseling- Conducted on a walk-in case-by-case basis
- Alternate Placements - Students who are not on track, have few credits, and are older are evaluated to determine if alternate placements would be beneficial (done on an individual and as needed basis)
- Articulation/9th Grade Transfer Counseling – Provide placement services to 9<sup>th</sup> graders considering a school transfer
- Student Learning Communities – Students are supported through examining relevant topics of interest and of need (i.e. Health, bullying, etc.)
- Transcript Review and Counseling – Work with students on an individualized basis to help them understand transcripts and to create improvement plans
- Attendance – Provide counseling to students who are habitually absent from school
- Referrals – Made, as needed, to mental health clinics and pregnancy prevention clinics
- Mediations
- Addressing reports of bullying
- Group counseling takes place twice a week (boys group, girls group)

A campus nurse provides drop-in services for students on an individual,

as needed basis. Students go to the main office and get a pass from the nurse (who is located on the second floor).

This year, a school-based health clinic will open services for students that will include dental, medical, and mental health.

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

6. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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.
<ul style="list-style-type: none"> <li>• The attendance team and attendance consultant will work with teachers to streamline school-wide attendance systems and offer professional development to the staff on the importance of timely and accurate attendance taking and how attendance correlates to student performance.</li> <li>• The attendance coordinator will regularly collaborate with student advisors to monitor and address trends in individual student attendance.</li> <li>• The ELA department (including ELL and Special Education teachers) will be provided with internal and external professional development opportunities on strategies for creating rigorous and differentiated lessons that are written using quantitative and qualitative assessment data and provide multiple entry points for all learners.</li> <li>• Personal professional teacher goals will be created for each teacher and will align to student needs and support student achievement.</li> <li>• A New Teacher Mentoring Team will meet monthly. Curriculum for the meetings will be aligned to the National New Teacher Mentoring Standards.</li> <li>• External PD opportunities are emailed weekly to teachers.</li> <li>• Partnerships have been formed with Teach for America and the NYC Teaching Fellows. Regular contact is maintained with the advisors of teachers hired from these programs.</li> <li>• Teacher openings are communicated through the Weekly Update and current staff is asked to assist with recruitment of candidates.</li> <li>• School is partnered with Teach for America and NYC Teaching Fellows for recruiting (communication of needs/projected needs happens throughout the school year).</li> <li>• Phone interview screening is conducted by teacher leaders (i.e. department heads).</li> <li>• NYC Hiring fairs are attended by administrators and/or teacher leaders.</li> <li>• The Open Market Hiring system is utilized to identify potential candidates.</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Teachers will receive professional development and department support on ICT and differentiation best practices and strategies.</li> <li>• ELL and special education teachers will be scheduled for common planning with their co-teachers to support differentiated lesson development that supports ELLs.</li> <li>• Teachers will meet regularly for curriculum and assessment planning and ensure that it is aligned to the Common Core Standards.</li> <li>• The Math Department will work with the ISA coach on designing and implementing performance tasks and interim assessments that are aligned to the Common Core Standards.</li> <li>• First year ELA and ELL teachers will meet weekly with the ISA literacy coach.</li> <li>• Teachers will meet weekly with their grade teams to discuss interventions for individual and groups of students.</li> </ul>

**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.).
<ul style="list-style-type: none"> <li>• Academic interventions services are funded using a grant, Title I Focus, Title 3, Title 3 Immigrant, and Title I money.</li> <li>• Students in Temporary Housing supplies Title 1 (mandated) and Tax Levy (supplemental) money.</li> <li>• Teacher professional development is funded using Title 1 Focus, Title 3, and Title 1 money.</li> </ul>

- Extended learning time opportunities are funded using grants, Title I Focus, Title 3, Title 3 Immigrant, and Title I money.

### **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 work in department teams and use data protocols to analyze assessment data. Teachers examine assessment results and identify trends they see and skills that need to be developed. Department teams also examine assessment data by sub-groups, looking for trends and skills needing development. Grade teams then look at the trends and skills needing to be developed and look for commonalities across the departments for their grade. They then engage in an inquiry process where they utilize strategies to develop the areas of need and examine related student work.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

**PNA Parental Involvement Policy**

**PNA Parent Involvement Policy and Goals**

Parents are the first educators of their children and indispensable partners with the school in meeting its goals for the academic, social, and emotional welfare of all children. PNA supports parental involvement by encouraging meaningful participation in the life of the school through involvement in the Parent Association, School Leadership Team, Parent-Teacher Conferences, and other school activities (such as our PNA Family Nights).

**Ensuring All Parents Have the Opportunity to Participate**

All Parent-Teacher conferences have an evening and afternoon component to ensure parents have the opportunity to attend regardless of their work schedule. Opportunities for parents to participate are grouped as much as possible so parents only have to make arrangements once or twice a month. In addition, it is the policy of the school that any parent can ask for and receive an appointment in a timely fashion with any member of the school community at any time.

**Mechanisms and Procedures for Informing Parents of Meetings, Workshops, and Other Opportunities**

Parents are notified well in advance of school conferences, events, and meetings with the hope that parents are able to make arrangements so they are able to attend. Notification happens through a monthly newsletter, reminder mailings, backpacked fliers, automated phone calls, and live phone calls from teachers and other office staff. Written materials as well as phone calls are delivered in both Spanish and English.

**Parental Involvement in Decision-Making**

Parents were asked to complete a survey containing a needs assessment at the beginning of the year. The PTA Executive Board and School Leadership Team members meet with Principal at regular monthly meetings. The Parent Coordinator maintains regular contact with the members of the PTA Executive Board and parent members of the School Leadership Team.

There is a defined process for becoming members of the PTA Executive Board and School Leadership team. After a ten day notice of election, a general meeting was convened. Parents interested in being elected to the School Leadership Team address the association. A balloted vote is held and the parents with the most votes gain seats on the team. In addition, the PA President is a mandatory member of the team. The School Leadership Team is involved in many vital areas of decision making for the school.

The members of the Parent Executive Board are asked to sign-off on the School/Parent Compact and the Title I budget modifications as necessary. They also sign-off on the school-parent involvement plan which is the culmination of discussions with all constituencies.

**Assessing the Efficacy of Our Involvement Plan**

This is addressed by monitoring the attendance of parents at all school functions and by asking for feedback from the parents. The administration also addresses parent concerns monthly at staff meetings, during Parent Involvement Team meetings, and in the principal's Weekly Update.

**Parental Involvement in the Development and Approval of the School/Parent Compact**

The Compact is developed after consultation with the parents and the administration. Its development and approval happens with parent members of the SLT meetings at the beginning of each year. Parent members of the SLT subsequently share it with the PTA.

**Parental Involvement in the Development and Approval of the School/Parent Involvement Plan**

The School/Parent Involvement Plan evolves in the same manner as the School/Parent Compact, through SLT and PTA meetings.

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

**PNA School – Parent Compact**

Pablo Neruda Academy and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this Compact outlines how the parents, the entire school staff, and the students will share that responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year **2013 – 2014**.

**PART I – REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

School Responsibilities

Pablo Neruda Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
  - In order to provide a high quality curriculum and instructional program, all educators need to make the commitment of becoming life-long learners. Our teachers will meet weekly as departments and grade teams to engage in inquiry work focused on impacting student achievement for struggling students. While working collaboratively, the teachers will learn new approaches to develop their teaching strategies and stay current with the new standards.
  - Teachers in each subject area will follow curriculum maps which have been developed by appropriately licensed classroom teachers, using the Common Core Standards as a guide.
  - Teachers will use assessments to plan instruction according to their students’ needs. Academic intervention will be provided to support the struggling students.
  - The students will be given many resources to assist them in their educational journey (i.e. appropriate textbooks, access to laptop computers, etc).
2. Conduct parent-teacher conferences (at least bi-annually in schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held on October 24<sup>th</sup> and 25<sup>th</sup> in the Fall, and March 27<sup>th</sup> and 28<sup>th</sup> in the Spring.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - Progress reports will be issued twice a semester to inform families of their student’s progress in their classes. Progress reports are mailed and backpacked to homes.
  - Report cards are issued twice a semester. Report cards are mailed and backpacked to homes as well as distributed during parent-teacher conferences.
  - Student transcripts are mailed and backpacked to homes at the end of each semester, as well as at the beginning of each school year.
  - Student Education Plans detailing a student’s progress towards graduation will be delivered twice a year (during Parent Conferences).
  - Skedula/Pupil Path and School Messenger (an automated phone system) are utilized several times a week to deliver up-to-date information on student progress and performance.
4. Provide parents access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Parents can request to see any member of the staff either in writing or verbally. The staff member will work with the parent to set-up a convenient time for the meeting.
  - The Principal and Assistant Principals have an open door policy.

5. Provide parents opportunities to participate in their child's class, and to observe classroom activities, as follows:
  - Back to School Night will be conducted by classroom teachers during the month of September.
  - Parents will be invited to attend PNA Family Nights where student accomplishments will be celebrated (i.e. Honor Roll and National Honor Society ceremonies).
  - Parents are invited to attend Summer Orientation and PNA Open Houses to learn about programs that our school has to offer.

### Parent Responsibilities

Parents will support learning in the following ways:

1. Supporting student learning by making education a priority in at home:
  - Ensuring student is on time and prepared everyday for school
  - Monitoring attendance
  - Talking to students about his/her school activities everyday
  - Scheduling daily homework time
  - Providing an environment conducive for study
  - Making sure that homework is completed
  - Monitoring the amount of television watched
2. Participating, as appropriate, in decisions relating to education
3. Promoting positive use of extracurricular time
4. Participating in school activities on a regular basis
5. Communicating with the school by promptly reading all notices from the school and responding as appropriate
6. Respecting the cultural differences of others
7. Helping students accept consequences for negative behaviors
8. Being aware of and following the rules and regulations of Pablo Neruda Academy and the Department of Education
9. Supporting the school discipline policy
10. Expressing high expectations and offering praise and encouragement for achievement

## **PART II OPTIONAL ADDITIONAL PROVISIONS**

### Student Responsibilities

Students will share the responsibility to improve academic achievement and achieve the Common Core standards. Specifically, students will:

- Come to school on time, prepared to work
- Come to school with all the necessary tools of learning (pens, pencils, books, etc.)
- Listen and follow directions
- Participate in class discussions and activities
- Be honest and respect the rights of others
- Follow the school's/class' rules of conduct
- Ask for help when needed
- Do homework every day and ask for help when needed
- Study for tests and complete assignments
- Read every day outside of school time
- Get adequate rest every night
- Give parents all notices and information we receive at school every day.

### **Other Responsibilities**

Pablo Neruda Academy will also:

Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I Part A requirements, and the right of parents to be involved in Title I Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I Part A programs and will encourage them to attend.

Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practical, in a language that parents can understand.

Provide, to parents, information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.

Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulation (67 Fed. Reg. 71710, December 2, 2002).

**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>8</b>	Borough <b>Bronx</b>	School Number <b>305</b>
School Name <b>Pablo Neruda 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>Guadalupe Diaz</b>	Assistant Principal <b>Annie Heller</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Wanda Linares</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>Elizabeth Glinski/ESL Teacher</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Yolanda Santos</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>2</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</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>340</b>	Total number of ELLs	<b>52</b>	ELLs as share of total student population (%)	<b>15.29%</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>														
Push-In										3	3	3	3	12
Discrete ESL class										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	4	4	16

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities	16
SIFE	2	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	14

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	26	2	2	12	0	4	14	0	10	52
Total	26	2	2	12	0	4	14	0	10	52

Number of ELLs who have an alternate placement paraprofessional: 2

### 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										9	13	7	13	42
Chinese														0
Russian														0
Bengali											3	3	1	7
Urdu														0
Arabic													2	2
Haitian														0
French												1		1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	9	16	11	16	52

## 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)										5	1	0	3	9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										1	9	6	6	22
Advanced (A)										3	6	5	7	21
Total	0	0	0	0	0	0	0	0	0	9	16	11	16	52

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	28		10	
Integrated Algebra	48		13	
Geometry	17		1	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	42		7	
Physics	1		0	
Global History and Geography	27		4	
US History and Government	24		6	
Foreign Language	6		6	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We use baseline assessments in all core classes (English, Math, Social Studies, Science) to gather data and assess the literacy skills of our ELLs at the beginning of the year. Interim assessments are administered throughout the year, in all core classes, to assess the progress of our ELLs. We use the results from these assessments, as well as NYSESLAT and Regents results, to guide us in our programming and determine the type of support our students and teachers will need. The majority of our ELLs need additional support with building reading and writing skills, therefore we have scheduled them for additional ELA support during the school day as well as after school. We are also providing more PD opportunities to help develop our teachers' teaching strategies in these areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

As students move through our school (from 9th grade to 10th to 11th to 12th), they also steadily increase their proficiency levels (from Beginner to Intermediate to Advance to Proficient). Therefore, we have more students at the Intermediate and Advanced levels in our upper grades than we do in our 9<sup>th</sup> grade. We also noticed, by examining NYSESLAT and Regents data, the less proficient a student is on the NYSESLAT, the more difficulty they have on standardized exams (i.e. Regents) as well as difficulty with their class work.

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](#))

The State did not provide NYSESLAT scores by modality, therefore we cannot assess the patterns.

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. As students spend more time in our school, ELL teachers find that their proficiency levels increase. The more time they spend with academic interventions (during and after school), proficiency increases. We provide students with tests in English and in their native languages; however, since they do not have this option for the ELA Regents, this is the exam students have the most difficulty.

b. Administrators and teacher teams (grade teams and departments) meet to review all periodic assessments that are administered throughout the year. The results are analyzed by subgroups (i.e. ELLs, SpEd, native language) and that results are used to drive instruction. A protocol is used during these data meetings to structure the analysis of data and brainstorm ideas for interventions. Teacher teams use these meetings as well as common planning times to discuss and map out strategies, and then implement them in classes.

c. We are learning that we still have work to do with helping ELLs in content areas gain academic proficiency, particularly in reading and writing. We are also working on providing students' with exams and modification in class in their native language, when possible.

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](#).)

This is not applicable; we are a high school with grades 9-12.

6. How do you make sure that a child's second language development is considered in instructional decisions?

ELL teachers provide support to students and teachers by pushing-in to classes. Through scheduled, weekly common planning meetings,

ELL and general education teachers meet to discuss strategies that can be used to support students' second language development in core classes. Some of these strategies include work with technology, vocabulary, and literacy. In addition, ELL and content area teachers attend PDs offered throughout the year through the Office of ELLs.

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?

At this time, we do not have a Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Every year, we look at our assessments (i.e. NYSESLAT, Regents, period assessments) and student grades and compare this data to previous years. Grade teams, department teams, and administrators review the data in weekly meetings using a structured protocol, to discuss and analyze the results and use this data to inform instruction. By looking at this data, we can see which teachers are more effective with ELLs and use that information to see how and where to adjust our program.

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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](#).)

When a new student, who may be an English Language Learner, comes to our school, our bilingual Parent Coordinator begins the intake process with the parent and student, including gathering necessary documents and providing school forms for the parent to complete. The student receives a copy of our school handbook and the DOE discipline code. During the intake process, one of our two ESL teachers conducts an informal oral interview in English and in Spanish as well as administers the Home Language Identification Survey (HLIS). If the family's native language is a language other than a language one of our pedagogues speaks, the Parent Coordinator will call Translation Services in order to bring someone in to administer the HLIS in the student's native language. A certified ESL teacher will administer the LAB-R (and LAB-R Spanish, if applicable) within 10 days if a language other than English is spoken, as identified in the HLIS.

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.

Twice a year, in the Fall and in the Spring, the Parent Coordinator and a certified ESL teacher plan a workshop to explain the three program choices for ELL students (usually takes place during Parent Conferences). Workshops are conducted in the parents' native language, and the content of the workshops is based on the EPIC toolkit. Parents are shown the informational DVD in the EPIC toolkit. Parents are notified through phone calls, letters mailed home, and in some cases home visits are conducted to ensure all parents attend this workshop. When our school receives new students throughout the year, we invite parents for an individual meeting or one-on-one phone call to provide them with the information, within one month of when the student enters.

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].)

The ELL Assistant Principal sends out a mailing to all ELL parents that includes the Parent Survey and Program Selection forms. The Parent Coordinator and/or ESL teacher follows up with the families and explain that the forms need to be returned to the school. We make sure the forms are returned by the time the parent workshop (as described above) takes place at the beginning of the year by reminding the students and by placing phone calls. Since all parents attend the program choice workshop at the beginning of the school year, we remind them at this time to turn in their forms if they have not done so already. If we still do not receive the forms, we will conduct a home visit. When forms are returned they are kept in the students' cumulative folders. This information is entered into ATS by the ELL Assistant Principal.

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.

Identified ELL students are placed in the program chosen for them by their parents after the program choice workshop is attended. If an ESL instructional program is chosen, we meet with the parents and student to explain to them (in their native language) exactly what this program looks like at our school and what the student's schedule will be. If a bilingual program is chosen, and 20 or more parents/students have chosen this option (same language in one grade), we will open a bilingual class. If less than 20 choose this option, we meet with the parents and students to explore other program options within our school or find them a more appropriate placement in another school setting.

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.

Before the NYSESLAT administration window opens, the two certified ESL teachers meet with the ELLs in the school to discuss the format of the exam and explain how they will be assessed. The list of students eligible is generated from the ATS report (RLER) to determine NYSESLAT eligibility, and this list is cross-referenced with additional ATS reports and the school's ELL spreadsheet. Students will then receive schedules for administration of each modality of the NYSESLAT. The ESL teachers administer the speaking portion one-on-one in a separate location, while the rest of the modalities are administered by the ESL teachers throughout the testing window in a separate location.

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. 

A majority of parents have chosen the Freestanding ESL instructional program (see data below):

Freestanding ESL: 7 (2010-11) 2 (2011-12) 5 (2012-13)

Bilingual: 0 (2010-11) 1 (2011-12) 0 (2012-13)

Our program models are aligned with parent requests. One request we received from ELL parents was to provide additional support services throughout the school day and after school. We responded by lengthening our school day and have set a goal to expand our course and support offerings during this time. We are also looking into offering a Native Language Arts course during the school day.

## 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. Instruction is delivered primarily through Push-In (Co-Teaching) services. Advanced ELLs in each stream receive at least one period of push-in support from an ELL teacher each day. Intermediate ELLs in each stream receive at least two periods of push-in support from an ELL teacher every day. Beginners receive at least two periods of push-in support from an ELL teacher as well as an after school Beginner ELL class. All 9th grade ELLs receive a writing class which is taught by an ELL teacher each day. In addition, all ELL students who have IEPs also receive push-in support once a day in their small Student Learning Communities course.

b. Each grade follows a block model, with a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with heterogeneous classes. This gives students the opportunity to interact with peers and discuss ideas and projects. Instruction is based on projects and group work, which allows for multiple forms of assessments. Our instructional practices assess aspects of English that students need to know and apply to succeed in content areas.

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)?

#### Beginner ELLs:

110 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per day – Academic intervention with certified ESL teacher

#### Intermediate ELLs:

110 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

110 minutes per week (select identified students) – Academic intervention with certified ESL teacher

#### Advanced ELLs:

50 minutes per day (minimum) – Push-In (Co-Teaching) with certified ESL teacher

50 minutes per week – ELA instruction

Many of our students who struggle with academic skills are assisted by other students who are part of their cooperative learning groups. These peer-tutors serve as resources to help learn both content and English language skills. As a result, students who at the beginning level of English language acquisition are assisted through their native language with skills that demonstrate competency in content as well as language transfer skills. Intermediate and Advanced students sharpen their language skills through presentations and portfolio construction. There are extensive extracurricular activities including campus-wide arts and sports as well as after school tutoring.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content is delivered primarily in English. Content and ESL teachers use bilingual strategies, such as providing translated texts or directions, with Spanish-speaking students when appropriate. In order to help ELLs develop knowledge through complex texts, beginner ELLs are given the option to read texts in their native language. Texts are made comprehensible for intermediate and advanced ELLs through the addition of text-specific bilingual dictionaries and direct teaching of language structures prevalent in the text. In order to facilitate these students in using evidence in discussion and writing, we provide academic sentence starters and directly teach the language structures they will have to produce.

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

ELL teachers work with general education teachers to translate assessments for ELLs. In addition, we provide students with bilingual glossaries (word to word translations) for all assessments. All Regents exams that are available in a students' native language are provided to the students. In addition, students are encouraged to write in their native language.

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

ELLs are evaluated in all four modalities in their content area classes throughout the year. ESL teachers evaluate these modalities through different activities in the classroom, pair work, essays, reports, presentations, individual work. All students are expected to speak, read, listen, and write every day. Teachers assess these skills through the use of rubrics and periodic 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 students have at least 2 classes a day co-taught by an ESL teacher and content teacher. To help them develop reading and writing skills they are also enrolled in Read 180 after school where they can practice literacy skills at their own level and pace.

b. Newcomers have at least 2 classes a day that are co-taught by an ESL teacher and content teacher. They also have an advisory period and after school class twice a week with an ESL teacher where they work on developing the reading, writing, listening, and speaking skills they need to be successful in their content classes.

c. Depending on their level, ELLs receiving services for 4-6 years have 1-3 classes a day co-taught by an ESL and content teacher. If assessments of their reading determine that they are significantly below grade level, these students are enrolled in a Read 180 program after school twice a week.

d. Depending on their level, long-term ELLs have 1-3 classes a day co-taught by an ESL and content teacher. If assessments of their reading determine that they are significantly below grade level, these students are enrolled in a Read 180 program after school twice a week.

e. Former ELLs, who have tested proficient in the last 1 to 2 years will be given the testing accommodations they were receiving prior to testing proficient (extended time, use of glossaries). These accommodations will be made available to them for classroom activities/assessments, as well as state exams including the Regents. These students may also receive push-in support from an ELL teacher, as deemed appropriate by the two ESL teachers. This support will be based on baseline data, parent choice, and teacher recommendation.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Teachers use several differentiation strategies in the classroom to ensure all ELL-SWDs needs are met. These strategies include: reviewing, repetition, modeling, descriptions, visuals, hands on activities, grouping, vocabulary, relevant content, understanding and embracing students' culture, materials, dictionaries, Spanish text/translated text, and audio when available. Several of these strategies have been, and will be, taught in PDs throughout the year by our ESL teachers.

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

ELL students who are also identified as having special needs receive push-in services co-teaching services during the school day. Some of these students may also attend after school where they receive academic interventions and additional support from an ESL teacher. Content area teachers meet with ESL teachers once a week during common planning time to discuss ELLs and come up with strategies to use in the classroom to support their learning. The ESL teachers also collaborate with the Special Education teachers to ensure they are working towards the goals on the student's IEP.

**Courses Taught in Languages Other than English **

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

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

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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

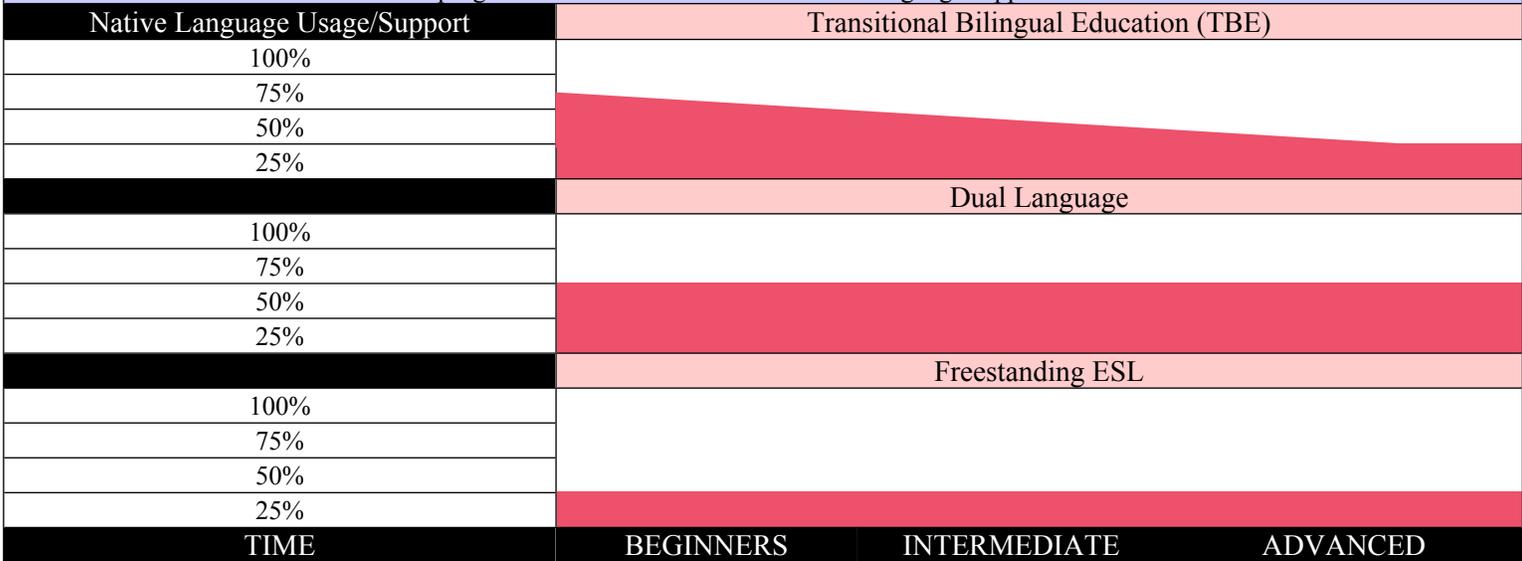
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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.

Extended day program: Our extended day program meets after school during 9th period. Currently, all Beginner ELLs take part in 50 minutes of additional support per day during this time, focusing on writing and literacy instruction as well as strengthening listening and speaking skills.

During the school day: We utilize a push-in and co-teaching model across all grades to provide ELL services during the school day. Two of our ESL teachers push into content area classes and co-teach with the general education teacher at least two periods a day. Our ELLs who have IEPs also receive additional push-in support during their advisory period.

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

Our current program is successful at meeting the needs of our ELLs in a number of ways, however, we also have challenges that we are continually working on addressing. Each year, we have a number of ELLs achieve a higher level of proficiency on the NYSESLAT, as well as students who test proficient. Our results, based on the RLAT report, demonstrate that students' proficiency increases by each grade level. Our ELL students continue to struggle with Regents examinations, particularly the English Regents. We have increased support in this area to struggling students by providing additional support during the day, after school, and on Saturdays. In addition, all of our 9<sup>th</sup> grade ELLs receive an additional period of English during the school day.

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

Some new programs and improvements we are considering for the upcoming year include: planning additional PDs on strategies to support ELLs in the classroom, additional translation services, providing activities for ELLs before they enter the school and during their stay, coming up with a more detailed plan for long term and former ELLs, increasing the number of native language evaluations we offer, and researching the purchase of additional materials that will support our ELLs.

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

No programs or services will be discontinued.

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

ELL students in each grade receive services in a general education setting with heterogeneous classes. All students, including ELLs, are encouraged to attend the many lunchtime and after school activities we offer, such as Art Club, Student Government, Youth Service Club, Youth Court, Dance Club, Technology Club, Chess Club, Book Club, LGBTs group, Internships, Senior Committee, etc.

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 materials that are used to support ELLs in the content areas include: smart boards, laptops, translated versions of texts, audio books, interactive workbooks and books. In addition some of our ELLs are scheduled for our Read180 class and utilize that program to work on their reading comprehension and literacy skills.

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

We currently offer ESL as our only program model. In this program, native language support is delivered in the following ways: students are given content texts and assessments in English and their native language when available, content-specific glossaries, adapted texts with

key words highlighted and provided in the native language, translations of key parts of the lesson (Do Now, Objective, Focus Question).

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

The required services support and correspond to our ELLs' ages and grade levels. Our ESL teachers and content area teachers meet to plan their lessons during scheduled weekly common planning times to ensure that strategies, activities, and assessments are appropriate to each student. The ESL teachers also notify administration if there are materials or resources that are needed to better support our ELL population.

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.

Our school holds orientation for all new students during the summer. We explain the programs offered and answer any questions that ELLs and parents may have.

18. What language electives are offered to ELLs?

Currently we offer Spanish as an elective offered to ELLs.

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)?

At this time, we do not have a Dual Language program.

### **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. Professional development is provided by school staff, school consultants, other support organizations during common planning time, weekly grade and department meetings, and on-site PD sessions. Off-site professional development opportunities are also offered to teachers when applicable. Our school is structured into instructional teams and all teachers have common planning as their circular six assignments. ELL teachers meet with general education teachers to infuse strategies that will support ELL students into daily instruction through the workshop model, curriculum maps, and scope and sequence for each class.

2. In addition to circular six assignments, ELL teachers meet with grade teams and department teams once a week, which enables them to discuss the needs of individual and groups of students. Department meetings are also spent reviewing unit plans to ensure the needs of our ELL and SpEd populations are being addressed and are in line with the Common Core Learning Standards. During our monthly targeted PD sessions and on full staff development days, the ESL teachers provide professional development by presenting strategies and interventions that will support our ELLs, including our LTE, population. Some of these sessions may include Scaffolding in the Content Areas, Native Language Literacy Development, ESL in the Mathematics Classroom, Differentiation in the ESL Classroom, Using Manipulatives and Technology to Enhance Instruction, etc. The weekly team time will also be a place for teachers to turnkey “best practices” learned at off-site workshops.

3. We provide professional development on ELLs provided by the ESL teacher and Administrative Team during our September PD days and whole staff meeting sessions prior to the start of the new school year.

4. These minimum requirements are met as described above in question #1. Attendance sheets of all meetings, PD sessions, and workshops are maintained by the Principal.

## 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. Parents of ELL students have expressed interest in learning more about a variety of topics that would help them to better understand their children's schooling. We will provide monthly workshops at the school about the variety of topics that would be of interest to ELL parents. These sessions will present information on a variety of topics including citizenship, the rights of ELL parents and students, and academic interventions ELL parents can provide at home. We will also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children's academic progress (through Skedula). Other topics will be determined by a survey of what parents would like to see covered at these workshops.

All parents are encouraged to attend our monthly Parent-Teacher Association meetings, however, we have always experienced a low turnout of parents of ELL students. We would like to increase attendance of ELL parents at these meetings by providing translation services as well as formally inviting and reminding individual parents of the meetings through phone calls. Also, as ELL parents participate in other activities at the school throughout the year, such as monthly ELL workshops, Family nights and Honor Roll Ceremonies, and Back to School Night, we believe they will continue to feel more comfortable in group situations and will not just attend but also actively participate in Parent Association meetings.

2. Our school provides information about services at outside facilities for ELL parents. We will continue to encourage our ELL parents to take advantage of these resources and also get feedback on the types of resources ELL parents need. These outside agencies include:

- South Bronx Overall Economic Development Corporation (SOBRO): Offers ESL classes for parents.
- Community Board 3: Provides workshops and resources for ELL parents.
- Nos Quedamos: Provides workshops for ELL parents on topics such as navigating through court, housing rights, domestic violence, and any other issues suggested by the parents.
- Committee on Special Education (CSE): Provides workshops for ELL parents that are language specific and for students with disabilities.
- Human Rights Commission: Provides information on human rights issues.

3. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home.

4. Our parental involvement activities are directly based on feedback from parents. From the topics of parent workshops to the need for after school support for students, we listen to what our ELL community wants and needs and try to provide them with these services. Parent activities are translated by our bilingual Parent Coordinator. If needed, phone translation services are provided by the DOE.

## **E. Additional Information**

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

## Part VI: LAP Assurances

<b>School Name: <u>Pablo Neruda Academy</u></b>		<b>School DBN: <u>08X305</u></b>	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
<b>Name (PRINT)</b>	<b>Title</b>	<b>Signature</b>	<b>Date (mm/dd/yy)</b>
Guadalupe Diaz	Principal		1/1/01
Annie Heller	Assistant Principal		1/1/01
Yolanda Santos	Parent Coordinator		1/1/01
Wanda Linares	ESL Teacher		1/1/01
	Parent		1/1/01
Elizabeth Glinski/ ESL Teacher	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

DBN: 08X305 School Name: Pablo Neruda Academy

Cluster: 4 Network: CFN 404

**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.

Incoming student data is monitored to identify families who may need translation and interpretation services. The main office has posted the required multi-language notices that language translation and interpretation services are available. We use the Home Language surveys to monitor languages spoken at the homes of our students. Home language survey data suggest that many of our families speak Spanish and Bengali at home. Many members of our office staff, as well as our Parent Coordinator are fluent in Spanish. Translation services are offered to the families of our students who speak Bengali. All communication with homes is translated into Spanish, and Bengali and Arabic (when possible). All intake documents (i.e. emergency blue cards) are translated as well.

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.

An examination of the Home Language Surveys identified the need to translate key documents especially into Spanish and Bengali. The school community receives weekly electronic communication (PNA Weekly Update). Findings were reported to the community through SLT and PTA meetings, to staff during meetings and/or PDs, and through mailings (when appropriate). The community was informed that home language information can be found on ARIS under the "Contact Information" section for each student.

## 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.

The Translation and Interpretation Unit will be contacted as needed to translate letters and related material distributed to students. Written translation into Spanish will be completed by our Parent and Community Coordinators. The ELL Assistant Principal and Parent and Community Coordinators will monitor a list of required or recommended documents that must be mailed to families during the school year in order to determine, in advance, when written translation services are needed for families who speak Bengali or Arabic. A survey is distributed to staff members to determine who can write and translate in languages other than English. All DOE documents are available in translated forms (i.e. intake documents, ESL parent documents, Discipline Code, etc.).

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.

Many members of the PNA office staff, including the Parent and Community Coordinators, are fluent in Spanish and these faculty members will be utilized to provide oral interpretation services for families who speak Spanish. The DOE Translation and Interpretation Unit's over the phone interpretation services will be used for families who speak Bengali or Arabic. A survey is distributed to staff members to determine who can speak and translate in languages other than English.

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

Our Parent Coordinator will work with the ELL Assistant Principal to ensure families who require language assistance services are given a copy of the Bill of Parent Rights and Responsibilities. Notices of the availability of interpretation services are posted in conspicuous locations, (including the Parent Coordinator and Main Offices). Key staff (i.e. administration, Parent and Community Coordinators, Main Office staff, etc.) will review the DOE's parental notification requirements for translation and interpretation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>Pablo Neruda Academy</u>	DBN: <u>08X305</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <u>Push-in services</u>
Total # of ELLs to be served: <u>61</u>
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: <u>2</u>
# of certified ESL/Bilingual teachers: <u>2</u>
# of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In our school, each grade (9-12) has a dedicated ELL stream that the students follow. ELL students in each grade receive services in a general education setting with heterogeneous classes. Instruction is delivered primarily through push-in (co-teaching) services. All Beginner and Intermediate ELLs receive at least two periods (50 minutes each) of push-in support from an ELL teacher every day, while Advanced ELLs receive at least one period of push-in services. ESL teachers co-teach in the core subject area classes (i.e. Living Environment, English, Global History, US History, Government) during the regular school day. In addition, we offer supplemental programs after school. Title III funds will be used to enhance our push-in services as well as in developing our after school programs.

### PUSH-IN SERVICES:

In order to support push-in (co-teaching) instruction, we would like to purchase supplementary books for core subject area classes (Living Environment, Global History, US History, Government). This would allow our bilingual students to use these resources in addition to the English version to aid them in their language development. We would also like to purchase bilingual glossaries for our students to use in each classroom. We have had an increase in our Bengali and Arabic student population and need these resources to support them in their coursework. In addition to purchasing print materials, we would like to continue our work on increasing our technology resources. We have seen great success with our ELL students when we have utilized technology in various ways in the classroom (i.e. laptops, Achieve3000). We would like to purchase additional technology over the course of the next two years (three Elmo document cameras (year 1) and a SmartBoard (year 2)), to aid our ESL teachers when they push in to classes. These technologies would help the teachers provide visuals to support students' instruction, as well as help them to create more interactive and engaging lessons.

All of the materials and resources outlined above would be used by all of our ELLs (61 students) and our two ESL teachers who push into the core subjects (55 minutes each period) to support the students in their classes during the regular school day. Our push-in, ESL certified teachers common plan with their content area teacher(s) one to two times a week. They work on providing strategies to support the ELL students in the class, make modifications to assignments and/or assessments, and plan co-teaching lessons.

### AFTER-SCHOOL PROGRAMS:

We would also like to utilize Title III funds for our After-School ELL programs. We would like to provide our Beginner and lower Intermediate ELLs and our ELL students who have IEPs with additional instruction in a small group setting. Title III funds would be used to pay one ESL teacher to provide instruction to these groups after school. The teacher would work with the Beginner/Intermediate ELL students (10 students) twice a week for one hour (3-4pm) for the entire school year (30 weeks). This teacher would also work with the SPED/ELL students (15 students) once a week for one hour (3-4pm) for the entire school year (30 weeks). The teacher will utilize resources that we have previously purchased through Title III funds (i.e. Reading Explorer, Side by Side) as well as the technology resources we are planning on purchasing over the next two years (Elmos, SmartBoard).

### Part B: Direct Instruction Supplemental Program Information

(3 days x 1 hour x 30 weeks \$50.19 x 1 teacher)

#### SATURDAY ACADEMY:

In addition to our After School programs that occur each week for the entire year, we will also provide Saturday Academy classes at two times of the year, the weeks leading up to the Regents examinations. Our ELL students struggle most with the English Regents exam, therefore, we will provide classes to these students to receive extra support for this exam. An ESL teacher will teach 9 Saturday Academy classes (5 in December/January, and 4 in May/June), in the weeks prior to the January and June Regents exams. The courses will run for 5 hours on each Saturday and will be taught by an ESL teacher.

(9 days x 5 hours x \$50.19 x 1 teacher)

### 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:

Professional Development for our staff occurs several times a month and is aligned to the PNA Instructional Framework. The areas of the framework address areas of need of ELL students. These include the following: Engagement, Understanding, Tone & Culture, Physical Space, Academic Rigor, Assessment/Data, Direct Teaching, and Differentiation. After assessing the needs of our staff, our two ESL teachers have requested Professional Development in several areas, including key teaching strategies and vocabulary strategies to support ELLs, scaffolding for reading and writing, myths about ELL language acquisition, similarities and differences between Special Education and ELL needs and strategies.

We would like to utilize Title III funds to develop these skills in our ESL teachers. We will do so by utilizing a Literacy Coach from the Institute of Student Achievement (ISA) to work with them once a month. The coach will work with the teachers during their Common Planning time and prep periods (55-110 minutes a month, 4 months a year). The funds will be used to cover the cost of the coaching fee. (\$488 x 1 coach x 4 days)

### 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

**Part D: Parental Engagement Activities**

Begin description here:

We provide our ELL parents with a number of opportunities to get involved at our school. We evaluate the needs of parents by conducting surveys as well as participating in discussions at parent meetings, and making phone calls home. Based on this information, we provide monthly workshops at the school about a variety of topics that would be of interest to ELL parents (i.e. the rights of ELL parents and students, parent resources on Skedula academic interventions ELL parents can provide at home, health and wellness, etc.). We also focus on teaching parents about the technology resources they have available to them through the school in order to communicate with teachers as well as check in on their children’s academic progress. These activities take place about once a month in the evenings (30-60 minutes). The providers of these workshops vary; they could be our teachers and/or staff, parent coordinator, community based organizations, and other partners. We would like to use Title III funds for the purchase of materials and refreshments for parent involvement activities.

In addition, we communicate with our parents through mailings. Monthly mailings may include newsletters, information about parent events, college resources, etc. The contents of the mailing are also translated by our bilingual Parent Coordinator. We would like to use funds to purchase paper, envelopes, and postage for these mailings.

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		