



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ANTONIA PANTOJA PREPARATORY ACADEMY

DBN (i.e. 01M001): 08X376

Principal: MS. NANCY J. DIAZ

Principal Email: NDIAZ2@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: LAWRENCE PENDERGAST

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
Nancy Diaz	*Principal or Designee	
Vincent Wojsnsis	*UFT Chapter Leader or Designee	
Elena Vila	*PA/PTA President or Designated Co-President	
Vivian Williams	DC 37 Representative, if applicable	
Luis Colon Tequan Smith	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Nilka Rivera	CBO Representative, if applicable	
Elka Rivera	Member/ Teacher	
Ana Garcia	Member/ Teacher	
Christian s. Carrera	Member/ parent	
K. Smith	Member/ Parent	
R. Smith	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
- 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	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 08X376

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	466	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	25	# SETSS	N/A	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2013-14)					
# Visual Arts	2	# Music	N/A	# Drama	N/A
# Foreign Language	23	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	87.9%	% Attendance Rate		91.1%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	9.4%	% Students with Disabilities		24.9%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		26.9%	
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander		4.9%	
% White	0.4%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	5.34	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		14.7%	
% Teaching with Fewer Than 3 Years of Experience	31.4%	Average Teacher Absences		10	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	19.6%	Mathematics Performance at levels 3 & 4		11.7%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		42.7%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		60.6%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

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			
Describe the strengths of your school's 12-13 SCEP.			
The first strength of the 12-13 SCEP includes the attention paid to academic rigor and scaffolding needs such as the Common Core learning standards and simultaneous learning needs of students with disabilities (SWDs) and English Language Learners (ELLs). A second strength pertains to the design of a comprehensive plan for completing teacher observations and ensuring that all teachers are observed via a rubric aligned with tenets of teaching efficacy.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Areas in need of improvement in the 12-13 SCEP include a deeper focus on professional development via a more strategic alignment with the Danielson rubric and the Common Core learning standards, as well as a conscious embedding of the theory (purpose) of the underlying rationale for the 13-14 SCEP current goals.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers and challenges that impeded the development and implementation of the 12-13 SCEP included finding the time for all school stakeholders (including the SLT) to work synergistically to develop the complete SCEP due to limited time constraints as per the UFT contract, as well as others' unavailability to meet both during and after the school day. It also included the limited expertise of both novice and seasoned teachers to carry-out the instructional scaffolding needs for students with disabilities (SWDs) and English Language Learners (ELLs).			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Considering that the school's Annual Progress Report significantly increased from a 'D' to a 'B' is evidence that the 12-13 SCEP was successful to a large degree. The use of an F-status principal and literacy coach were helpful in ensuring that all teachers tightened their progress monitoring systems and were more cognizant of the diverse learning needs within each of their classrooms. Reading scores in the middle school improved significantly for all subgroups proving that the goal of ensuring targeted scaffolding and differentiated instruction for SWDs and ELLs occurred in most middle school ELA classes.			
Were all the goals within your school's 12-13 SCEP accomplished?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> x
If all the goals were not accomplished, provide an explanation.			
Not all teachers were observed as much as they should have been; nor were they provided with professional development in both teaching efficacy and the Common Core. Snippets of PBIS existed at the school last year; however, a full PBIS program was never brought to fruition due to the lack of a designated staff member to oversee the PBIS store and all PBIS initiatives, events, and staff training.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> x

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The anticipated barriers and challenges in developing and/or implementing the 13-14 SCEP include finding the time for all school stakeholders (including the SLT) to work synergistically to develop/complete SCEP due to limited time constraints as per the UFT contract, as well as others' unavailability to meet both during and after the school day. In terms of implementing the 13-14 SCEP, anticipated barriers include the inexperience of new teachers coupled with the limited expertise of teachers who are tenured but who are less than effective according to the Danielson FFT (ADVANCE) rubric. Since 100% of teachers in this school require extensive professional development in all aspects of Danielson (and the Common Core) – and that they're ability to be successful with their students relies on their ability to align their pedagogy with Danielson and the Common Core- it is anticipated that a portion of teachers will claim to be unable to attend additional PD sessions beyond the school day due to the following: graduate school, childcare, second job, and/or not believing that the PD is important. Finally, a significant ongoing barrier continues to be the absence of some parental support, especially for those students who are most at-risk. For example, students whose parents are either unable to and/or unwilling to ensure that their children attend school regularly, report on time, stay in school the entire day, behave respectfully and productively, do their homework, study for exams, stay free from gangs/drugs make it difficult for pedagogues to be effective.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
There will be a 5% increase in the number of cohort-requisite credits achieved by August 2014 by all sub-groups (African-Americans, Hispanics, Students With Disabilities, English Language Learners, Title-One Students, Bottom Third). The graduation rate for all identified sub-groups will increase by 5%.			
Describe how the school leader(s) will communicate with school staff and the community.			
School leaders continuously share the school's goals for the year with the staff in a variety of venues such as at faculty			

conferences and professional development sessions, via email and paper memos (ex: the school's weekly newsletter), the faculty handbook, as well as with teachers during individual supervisory sessions following observations and during meetings regarding scholarships reports. Posters of this year's SCEP goals (as well as Common Core and Danielson rubrics) are copied onto large poster paper and displayed throughout the school (inside classrooms and offices) in order to enact unified practice towards common goals.

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

The premise of the 13-14 SCEP is that school improvement can only occur if attention is paid equally and simultaneously to both instruction AND to youth-development, hence, the 'whole' child. This symbiosis is directly aligned with the Danielson rubric, specifically Domains 2 and 3, which are environment and instruction.

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

Strategies for executing the school leaders' theory of action with all school stakeholders include sharing them in transparent fashion from the onset of the school year and throughout via embedding the theory of action (an instruction/youth-development symbiosis mindset) into all aspects of professional development (including the viewing of Engage NY/Teacher Channel/ARIS training videos, webinars) planning, instructional execution and student outreach (in essence Domains 1-4). In addition, key faculty and support staff turn-key the SCEP theory by embedding relevant instructional and youth-development strategies into action plans that are created during common planning time and periodic departmental meetings with fellow staff members and during PM and citywide professional development sessions. Simultaneously, students are made aware of the school's focus on youth-development through various initiatives including school town hall award assemblies (PBIS), restorative discipline practices, and zero tolerance for bullying and in-school drug use. As with school staff, key students are empowered to turn-key positive youth-development concepts with their peers via conflict mediation sessions, anti-bullying presentations to younger students and 'respect for all' art competitions to name a few. Finally, posters of the theory of action, as well as this year's SCEP goals are copied onto large poster paper and displayed throughout the school (inside classrooms and offices).

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

The SCEP includes the use of essential experienced staff (ex: F-Status Principal and a literacy coach who can turn-key elements of the strong professional development program embedded in all the goals listed in the 13-14 SCEP).

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

A system of distributive leadership has been put into place so ensure that all aspects of the school's environment and teacher practice could be effectively monitored, tracked, and provided with feedback and next steps. As evidenced in our Progress Report results for 2012-13 we saw substantial growth which we have credited to our effective implementation of our improvement plan. In addition, our reflection on our growth has allowed us to determine the gaps and how to effectively utilize our leadership team to address these gaps and continue our growth. In addition, we have consultants that also oversee and evaluate our improvement plans.

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).

“Develop school-wide assessment systems that enable teachers to effectively track student progress and identify trends that can inform instructional strategies supporting improved student outcomes.”

Review Type:	Quality Review	Year:	2012-2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

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

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

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.
Supervisors’ implementation of an observation system and delivery of targeted and consistently actionable feedback to teachers will lead to an increase in the US History Regents examination passing rate by 5% for the 2013-14 SY.

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 – All teachers/admin will be engaged in pedagogical improvement initiatives involving assessment and data.

1. The Danielson observation tool (ADVANCE) will be used to evaluate teaching efficacy. (SOP 2.3, 2.5)
2. Teachers and admin will, through PM/Sat PD, learn to increase the use of formative, summative, and performance-based assessments to track progress and to identify learning trends. (SOP 2.5)
3. Systems will be put into place teams of teachers to analyze student work with effective protocols such as Harvard’s Project Zero Tuning Protocol. (SOP 2.2, 2.3, 2.5)
4. Social studies teachers will engage in ongoing item analyses of past Regents exams in order to inform depth over breadth decisions. (SOP 2.5)

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

1. An F-Status principal certified in Danielson supervision via *EngageNY* along with the principal and assistant principal will conduct both formal and informal observations with all teachers and then conduct an item analysis of the observation findings for the purpose of identifying trends in staff pedagogy in order to inform professional development needs.
2. An F-Status principal certified in Danielson supervision via *EngageNY* will train all teachers in using data to inform instruction via various types of assessments, particularly for those ELA, social studies, math and science teachers whose courses terminate in standardized NYS examinations
3. An F-Status principal certified in Danielson supervision via *EngageNY* and the literacy coach will train all teachers in the reflective practice of examining student work for the purpose of informing instructional decisions as per the expectations set forth by the Common Core learning standards.

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

1. By the end of the 2013-2014 school-year, 100% of teachers will have been observed a minimum of four times, both formally and informally, and the data found as a result of an analysis of these observations will be compared with the data captured during the IPC meetings held in back in the fall term.
2. Teachers will share the findings/trends of their formative and summative assessments during monthly department meetings.
3. By the end of the 2013-2014 school-year, 75% of teachers using Harvard’s Project Zero Tuning Protocol will have created binders of student work samples for the purposes of observing academic growth throughout the course of the year.
4. 80% of students in all core content areas will have work folders/portfolios that will provide evidence of learning growth.

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

1. All teachers will be observed a minimum of four times throughout the entire school year, both informally and formally, as well as write post-observation reflections.
2. All teachers, especially those teachers whose courses terminate in Regents exams, will engage in the use of end unit summative assessments every six weeks.
3. Teacher teams will review student work at least once a month during department or other teacher team meetings.
4. Teachers will engage in professional development twice a month, as well as meet monthly during department meetings to receive ongoing targeted Danielson training.

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

1. F-Status daily per-diem rate at 513.0 x three to four days per week for a combination of training, supervision, mentoring, consulting
2. Training-rate for 35 teachers X 3 hours at 19.12 for ten days
3. No cost associated with this activity
4. Supplies: Paper, pens, pencils
5. Supervisor Per session – Extended Day Academy

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

SINI Grant

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

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

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).

Improve the rigor of curriculum and academic tasks for all students including English Language Learners (ELLs) and students with disabilities (SWDs) leading to higher cognitive engagement and increased academic achievement

Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing
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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.

x	3.2 Enact curriculum		3.3 Units and lesson plans
	3.4 Teacher collaboration		3.5 Use of data and action planning

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.

Revised Common Core curricula coupled with the delivery of data-driven instruction will increase credit accumulation of both middle and high school bottom third students for all grades by 5% by June 2014.

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 - All teachers will be immersed in PM/Sat professional development sessions designed to shift their teaching practice as it pertains to Curriculum Development and Support in order to meet the new Common Core instructional expectations.

1. Intensive on and off-site professional development on strengthening curriculum development and support via the Common Core curriculum development, UDL differentiation, ELL differentiation, use of Socratic dialectic to increase critical thinking and student engagement. (SOP: 3.2, 3.3, 3.5)
2. Inter-visitation teams of teachers and school support staff to serve as 'critical friends' for informal inter-school observations regarding curriculum in action. (SOP: 3.2, 3.4)
3. Regular department and cohort team meetings for teachers to engage in Common Core common planning (SOP: 3.4, 3.5)

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

1. An F-Status principal certified in Danielson supervision via *EngageNY* to design and facilitate professional development in **curriculum development and support via** Common Core curricula planning and data-driven instruction, as well as provide instructional supervision and support to teachers across grades and content areas
2. All Antonia Pantoja teachers with an emphasis on ELA, social studies, math, and science to engage in inter-visitation observations.
3. All Antonia Pantoja teachers with an emphasis on ELA, social studies, math, and science to meet bi-monthly to plan Common Core differentiated curricula

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By the middle of the 2014 spring term, at least 50% of teachers will be able to facilitate professional development sessions for their peers.
2. Inter-visitations will take place quarterly.
3. Departments/teacher teams will meet monthly to plan differentiated Common Core-aligned lesson plans and keeps records to share at spring faculty conferences.
4. 80% of students in all core content areas will have work folders/portfolios that will provide evidence of learning growth.
D. Timeline for implementation and completion including start and end dates
1. Ongoing whole-school, small group, and individual PD sessions from September 2013 – June 2014
2. Quarterly classroom inter-visitations between September 2013 – June 2014
3. Monthly department meetings from September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. F-Status daily per-diem rate 513.0 x three to four days per week for 35-40 weeks a combination of training, supervision, mentoring, consulting, Training-rate for 35 teachers X 3 hours at 19.12
2. Per diem rate for 20 teachers' for coverage 6 periods at 41.98
1. 3. No cost associated to grant 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.								
	PF Set Aside	x	Tax Levy		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 ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders	

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).			
Increase teacher capacity enabling the delivery of rigorous and engaging academic tasks in order to increase critical thinking skills			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	5	HEDI Rating:	Developing

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

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.	
To increase the Global History Regents examination pass rate by 10% of all students taking the exam for the first time by June 2013	

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 - All teachers will be immersed in additional PM/Sat professional development sessions designed to shift their teaching practice as it pertains to teacher practices and decisions to meet the new instructional expectations.	
1. Intensive on and off-site professional development on Domains 2 & 3 including the use of Socratic dialectic and data to increase critical thinking and student engagement. (SOP: 4.2, 4.3, 4.5)	
2. Inter-visitation teams of teachers and school support staff to serve as 'critical friends' for informal inter-school observations regarding teacher practices and decisions	

regarding curriculum in action. (SOP: 4.2, 4.3, 4.4)
3. Regular contractual faculty conferences/PD sessions, department and cohort team meetings for teachers to share/engage in Domains 2 & 3 planning (SOP 4.2, 4.3)
B. Key personnel and other resources used to implement each strategy/activity
1. An F-Status principal certified in Danielson supervision via <i>EngageNY</i> to design and facilitate professional development topics directly related to Teacher Practices and Decisions and data-driven instruction, as well as provide instructional supervision and support to teachers across grades and content areas
2. All Antonia Pantoja teachers with an emphasis on ELA, social studies, math, and science to engage in inter-visitation observations to observe components of Domains 2 & 3 for the purposes of improving Teacher Practices and Decisions.
3. All Antonia Pantoja teachers with an emphasis on ELA, social studies, math, and science to meet bi-monthly to share best practices regarding Domains 2 & 3
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. By the middle of the 2014 spring term, at least 50% of teachers will be able to facilitate professional development sessions for their peers on Domains 2 & 3 (teacher practices and decisions).
2. Inter-visitations to observe best practices in Domains 2 & 3 (teacher practices and decisions) will take place quarterly between September 2013 and June 2014.
3. Departments/teacher teams will meet monthly to plan differentiated Common Core-aligned lesson plans and keeps records to share at spring faculty conferences.
D. Timeline for implementation and completion including start and end dates
1. Ongoing on and off-site whole-school, small group, and individual PD sessions from September 2013 – June 2014
2. Quarterly classroom inter-visitations between September 2013 – June 2014
3. Monthly department meetings from September 2013 – June 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. F-Status daily per-diem rate at 513.0 x three to four days per week for 35-40 weeks for a combination of training, supervision, mentoring, consulting, training-rate for 35 teachers X 3 hours at 19.12
2. Per diem rate for 20 teachers' for coverage 6 periods at 41.98
3. No cost associated to grant with this activity
4. Teacher per session – Extended Day Academy
5. Textbooks

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	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
SINI Grant											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
x	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders				

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).											
"58% either disagree or strongly disagree with the statement "Most students at my school treat each other with respect" and 57% of students either disagree or strongly disagree with the statement "Most students at my school treat adults with respect."											
Review Type:	Environmental Survey	Year:	2012-2013	Page Number:	11	HEDI Rating:	NA				

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

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.
 To decrease the number of principal suspensions by 7%, subsequently increasing the NYC School Survey results from students for Safety and Respect from 6.2 to 6.4 for the 2013-2014 school year.

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 – To engage teachers and staff in professional development opportunities and activities that will improve Student Social and Emotional Developmental Health
1. Professional development provided on adolescent development and using data from the Environmental Student Survey to inform youth-development education and guidance needs (SOP 5.2, 5.3, 5.4, 5.5)
 2. Guided Discipline Program/Resources (SOP 5.2, 5.3)
 3. PBIS (ex: academic award ceremonies four times per year (SOP 5.2)
 4. Guidance counselor targeted focus groups (Ex: anger management, conflict mediation, conflict resolution, young women’s groups, young men’s groups (SOP 5.3)

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

1. An F-Status principal certified in Danielson supervision via *EngageNY* to provide essential professional development sessions and additional adult learning opportunities such as use of *ARIS* and *EngageNY* in the area of Student Social and Emotional Developmental Health.
2. Guided Discipline Consultant
3. APPA teachers, guidance counselors, administration, and school-aides
4. Guidance counselors

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

1. Guidance counselors/teachers to hold periodic Town Hall assemblies at the end of each grading cycle for the purposes of reviewing the Chancellor’s Discipline code and celebrating student achievement, guidance counselors/teachers selecting students to serve as ‘student ambassadors’ at various school functions in order to improve school tone, PBIS.
2. The number of principal’s suspensions will decrease by 5%.
3. Attendance will increase for the year by 2%

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

1. Between September 2013 and June 2014 - four-six Town Hall assemblies and spring parent-teacher conference
2. Once every marking period from September 2013 through June 2014
3. PBIS initiatives daily via APPA Dollars
4. September 2013- through June 2014

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

1. F-Status daily per-diem rate 513.0 x three to four days per week for a combination of training, supervision, mentoring, consulting, training-rate for 35 teachers X 3 hours at 19.12, no cost for ARIS professional development videos
2. Guided Discipline Consultant/Resources (\$2500)
3. No cost associated to grant 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.

X	PF Set Aside	x	Tax Levy	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 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).

Out of 10, the result for how parents felt with regard to being engaged in an active and vibrant partnership to promote student learning was a 7.5.

Review Type:	NYC Student Survey	Year:	2012-2013	Page Number:	1	HEDI Rating:	NA
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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.

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

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.

Vibrant partnership with families and community to promote student learning will implemented and monitored so as to support and increase student success in passing courses in all grades by 5% 2013-2014 school-year.

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 – Provide all teachers and school leaders with intensive pedagogical and school community activity opportunities for the purpose of increasing family and community engagement. (SOP 6.2, 6.4, 6.3, 6.5)

1. Teachers and support staff to receive in-depth professional development in Danielson Domain #4 (SOP 6.2, 6.4, 6.3, 6.5)
2. Teachers expected to maintain excellent and ongoing communication with families by holding curriculum information sessions for parents/guardians, sending parents copies of all course overviews and expectations, using ENGRADE, notifying parents of improvements in addition to notifying them of behavioral or academic deficiencies (SOP 6.3, 6.5)
3. Teachers expected, as per Domain 4, to attend school community events attended by parents/guardians/families such as: academic awards ceremonies, talent shows, holiday functions, PTA meetings, SLT meetings, school field trips, etc. (SOP 6.2, 6.4, 6.3, 6.5)

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

1. An F-Status principal certified in Danielson supervision via *EngageNY*
2. All APPA teachers, ENGRADE
3. All APPA teachers

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

1. Monthly parent newsletters, parent newsletters to be mailed, parents invited to holiday festivities for major holidays, parents invited to Town Hall PBIS

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

1. Parent newsletters to be sent December 2013, February 2014, April 2014, June 2014, November Thanksgiving/December winter holiday Saturday events, January 2014 End term Town Hall academic awards ceremony and June 2014 End term Town Hall academic awards ceremony

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

1. F-Status daily per-diem rate 513.0 x three to four days per week for a combination of training, supervision, mentoring, consulting, Training-rate for 35 teachers X 3 hours at 19.12, no cost for ARIS professional development videos
2. No cost associated with this activity
3. 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.

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

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 ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Students will be assigned to small group instruction during the day and after-school and Saturday tutoring sessions. There will also be PM school opportunities and online learning offered through Aventa in ELA.	Small group, tutoring	During the school day, after school, on Saturdays
Mathematics	Students will be assigned to small group instruction during the day and after-school and Saturday tutoring sessions. There will also be PM school opportunities and online learning offered through Aventa in math.	Small group, tutoring	During the school day, after school, on Saturdays
Science	Students will be assigned to small group instruction during the day, after-school and Saturday tutoring sessions, and PM school opportunities.	Small group, tutoring	During the school day, after school, on Saturdays
Social Studies	Students will be assigned to small group instruction during the day, after-school and Saturday tutoring sessions, and PM school opportunities.	Small group, tutoring	During the school day, after school, on Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Provided by the school's guidance counselor on a case-by-case basis.	One-on-one	As needed

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

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Administrators attend job and teaching fairs for new teachers (Teaching Fellows) and experienced teachers (ATR's) and we review resumes submitted on the DOE online Open Market system to find highly qualified teachers.

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).

New and untenured teachers are supported by state-required Mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Some of these professional development activities will be facilitated by our Network coaches

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

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

The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

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.

Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teacher surveys, observations based on the Danielson Framework for Teacher Effectiveness, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

**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 08	Borough Bronx	School Number 376
School Name ANTONIA PANTOJA PREPARATORY ACADEMY		

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 Nancy J. Diaz	Assistant Principal Nancy Sotomayor-Einstein
Coach N/A	Coach N/A
ESL Teacher Ana Garcia	Guidance Counselor Hermine Hawkins
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Vivian Williams
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	474	Total number of ELLs	45	ELLs as share of total student population (%)	9.49%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-in							1	1	1	2	2	2	2	11
Pull-out										2	2	2	2	8
Total	0	0	0	0	0	0	1	1	1	4	4	4	4	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	7
SIFE	6	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	16

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	13	2		16	2		16			45
Total	13	2	0	16	2	0	16	0	0	45

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	6	1	11	10	3		37
Chinese							1							1
Russian														0
Bengali							1			4				5
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									1					1
TOTAL	0	0	0	0	0	0	8	6	2	16	10	3	0	45

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	1	1	5	1	1		10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							2	2	0	6	3	1		14
Advanced (A)							7	4	1	4	4	1		21
Total	0	0	0	0	0	0	10	7	2	15	8	3	0	45

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	4	2			6
6	7				7
7	1				1
8	8	2			10
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			1						1
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		0	
Physics				
Global History and Geography	3		1	
US History and Foreign Language	1		0	
Government	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses Fountas and Pinneell, Level Libraries, 100 Book Challenge, and Balanced Literacy assessment materials to assess the early literacy skills of our ELLs. The data demonstrates that our ELL students need support in developing fluency and comprehension in reading. In addition, instruction needs to focus on developing their vocabulary skills in order to help them develop the strategies needed to reinforce their language development. Furthermore, we have found that their greatest deficiency is in writing. Our school needs to focus on instruction that is comprehensible to all learners. The instruction should facilitate language learning in the content area particular n scaffolding student language development. Moreover, the instruction should provide opportunities for ELLs to engage in meaningful, content rich discussions in order to enhance and support their language skills. The NYSESLAT total score for grades 6th through 11th demonstrates that only four ELL students achieved proficiency in the four modalities: listening, speaking, reading and writing.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The patterns across proficiency levels and grades on the LAB-R and NYSESLAT have revealed that our ELLs greatest area of need is the writing modality; however, the data in regards to the reading, listening and speaking modalities also demonstrate that we need to focus in these areas as well.
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](#))
As off 9/30/13 the RNMR report is not available.
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. Patterns across grade levels show our ELL students tend to score better on tests taken in English, as compared to tests in the native language.
 - b. The school leaders and teachers use the the results of the ELL periodic to inform our decision on the types of professional development sessions that needs to take place at our school and to inform instruction accordingly. The results hepl us in determining student's strenght and weakness in each subgroup which allows us to meet during the instructional common planning time to discuss the results, create quantitative, attainable short and long term goals and develop a plan of action.
 - c. The periodic assessment results demonstrated that there is a need for reading comprehension support . Native language is utilized to reinforce English concepts. Research demonstrates that students who receive support in their native language and develop the skills to enhance language in their native tongue, are able to transfer those skills effectively in developing their skills in the English language.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here:
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?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Periodic monitoring by school leaders through formal and informal assessments provides our teachers with insight as to the progress and /or setbacks our students are experiencing in the four modalities as well as in the content areas. In addition, the observations provide teachers with insights to their instructional practice of what is working and what needs to be re-visited.

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](#).)
 1. The parents of new students are administered the Home Language Survey. The Assistant Principal along with the E.S.L. Teacher conduct an informal interview in English as well as the native language, to determine the eligibility of the student for testing with the LAB-R. For new admits to the school system, the LAB-R and Spanish LAB-R as appropriate, is administered by the ESL Coordinator/Teacher to determine the students' level of proficiency in English and in the native language. If the student has been in the Public School system, then an ATS report of the student's exam history is run to identify his/her level of proficiency within each of the modalities. For students identified as Special Education students, a review of their IEPs is conducted by the ESL Teacher and the Administrator responsible for the Special Education Department to determine what services are mandated as part of their educational plan. This report is then analyzed annually to evaluate ELLs and serve them according to their academic needs. Students are identified and placed within ten school days of enrollment.
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.

Within the first ten, (10), days of school, once ELL students are identified, tested and placed, parents are then presented with an invitation to attend a parent orientation facilitated by the ESL Teacher. At this orientation the parents of ELLs are presented with the orientation video from the EPIC kit, the Parent Program Selection Forms, and non-entitlement or continuation of services letters. If parents cannot attend the orientation, the ESL Teacher sets up parent conferences, at the parents' convenience. Parents are then able to view the orientation video and fill out the Parent Survey and Program Selection forms. Parents that select LDL or TBE were informed that the school will open a TBE program when we have reached the appropriate number of students who request the program. Parents are advised that their child's names will be placed in a waiting list (MS - 15 in two contiguous grades in the same language, HS - 20 students in any one grade in the same language).
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 Coordinator is responsible for the distribution and placement letters as well as providing parents with the opportunity to attend an orientation. The parent survey and program selection will be implemented, addressed and collected by the ESL Coordinator during the orientation. All copies will be placed in the ESL Coordinator's file. If a parent does not respond to the orientation invitation, parents are called individually and asked to come in and meet with the ESL Teacher. If there is no contact from the parent, then the ESL Teacher records the default program as the choice - TBE. The RLER, RLAT and RHSP were used to determined NYSESLAT eligibility.
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.

All newly identified ELLs are placed within 10 days of enrollment and placement is based on the LAB-R results. Placements letters and continuing entitlement letters are distributed to parents and copies are maintained in the ESL Coordinator's office files. The ELPC screen is updated within 20 days. Parent choice are based on the three programs: TBE, DL, and ESL.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- The RLER and RLAT reports are runned to ensure that all eligible ELLs are administered the NYSESLAT. The NYSESLAT is administered annually and a parent letter to inform them of the implementation of the exam is sent to all parents of ELL students. The school has a testing schedule that included the test dates for all four modalities. For absent students we ensure that we provide a make up date for all four components.
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. ⓘ
- Paste response to question here:6. The program model offered at our school is in alignment with the majority of the parents' requests. For those parents wishing to have their child placed in a TBE program, we will build alignment with parent choices by adding more programs as soon as we achieve the register requirements, which consist of fifteen, (15), ELL students in two contiguous grades. Our students are also provided with native language support. The trend in program choices that the parents have requested for ELL services is 85% for a Freestanding ESL Program, and 15% for a Transitional Bilingual Education Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The organizational model is the self contained and pull out model. An ESL teacher works with ELLs during ELA instruction in collaboration with a special education classroom teacher to provide English language acquisition and vocabulary support while retaining content instructional time.
 - b. The program model we use for ELL classes is a block, graded, and heterogeneously grouped model.
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)?

In our middle school self-contained class, our beginner and intermediate ELL students receive 360 minutes per week of ESL instruction, and our advanced ELL students receive 180 minutes per week of ESL instruction. In our high school pull out program, our beginner and intermediate ELL students receive 540 minutes per week of ESL instruction and our advance ELL students receive 180 minutes of ESL instruction. Our students receive 100 minutes per week in Spanish native language instruction.

We currently have two certified ESL teacher in the middle school and one certified ESL teacher in the high school. In the high school the ESL groups are heterogeneous by grade and proficiency level.

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.

Our students receive instruction in English. During the ELA period our ESL certified teacher uses ESL strategies such as scaffolding. Some examples of scaffolding are text representation, bridging, modeling, and making connections to related topics of information. During the school year, all content area teachers will be receiving professional development on best practices in ESL. Our teachers follow the New York State Common Core Standards in ELA and ESL.

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

The home language survey is done by the ESL teacher and administrator. For ELLs of languages other than Spanish the central office translation unit is utilized as needed. In addition, translation of all state exams are utilized in their native language with the exception of the ELA N.Y.S exam.:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:
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. Our SIFE students form part of our ESL instructional program and are assessed using a variety of assessment tools such as the ELL periodic and Fountas and Pinnell to determine their areas of needs improvement. The NYSESLAT result is also utilized to determine English proficiency level in order to differentiate instruction accordingly.

b. Our ELL students who have been in the U.S. less than three years receive support in the native language through thematic units of study in the content areas, classroom libraries and glossaries. The NYSESLAT results is also utilized to determine their English level of proficiency in order to differentiate instruction. Furthermore, teachers focus on strategies that support listening and speaking skills during the ESL instruction. Additionally, students are grouped according to their level of proficiency and provided small, guided group instruction.

c. Our ELL students who have been receiving services 4 to 6 years are provided with a greater emphasize on reading and writing however, their listening and speaking skills are still supported through strategies such as accountable talk. The reading instruction focuses on the development of the academic language and the writing focuses on developing skills on informational text.

d. Long term ELLs receive greater support on the development of reading and writing skills. The instructional focus is on enhancing academic language and expanding content area vocabulary, particularly in preparing them to be 'college ready'.

e. Our ELLs with special needs receive support in their areas of needs improvement based on their individual educational plan. Instruction is differentiated using a variety of tools and strategies that supports their development in listening, speaking, reading and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction and writing. Small group instruction provides them with the opportunity to receive targeted, guided instruction.

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?

Our ELL-SWD students receive support through thematic units of study in the content areas supported by resources throughout the classroom environment such as the library, visual technology, glossaries, dictionaries and graphic organizers. Instruction focuses on strategies to develop their reading and writing skills since data demonstrates a lack of progression in these two categories; however, listening and speaking continuous to be supported through strategies like 'accountable talk. A variety of data is utilized such as the NYSESLAT results to determine their English level of proficiency in order to differentiate instruction. Students are grouped according to their level of proficiency and provided targeted small group instruction. Moreover, the student's Individual Educational Plan is reviewed in order to differentiate instruction using a variety of tools and strategies that supports their development in all modalities: listening, speaking, reading and writing.

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

The vast majority of ELLs are in CIT classes and are mainstreamed with the general education population. Students currently in our 12:1 self contained environment are assessed periodically in order to determine if they are ready to be mainstreamed into the general education instructional population.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

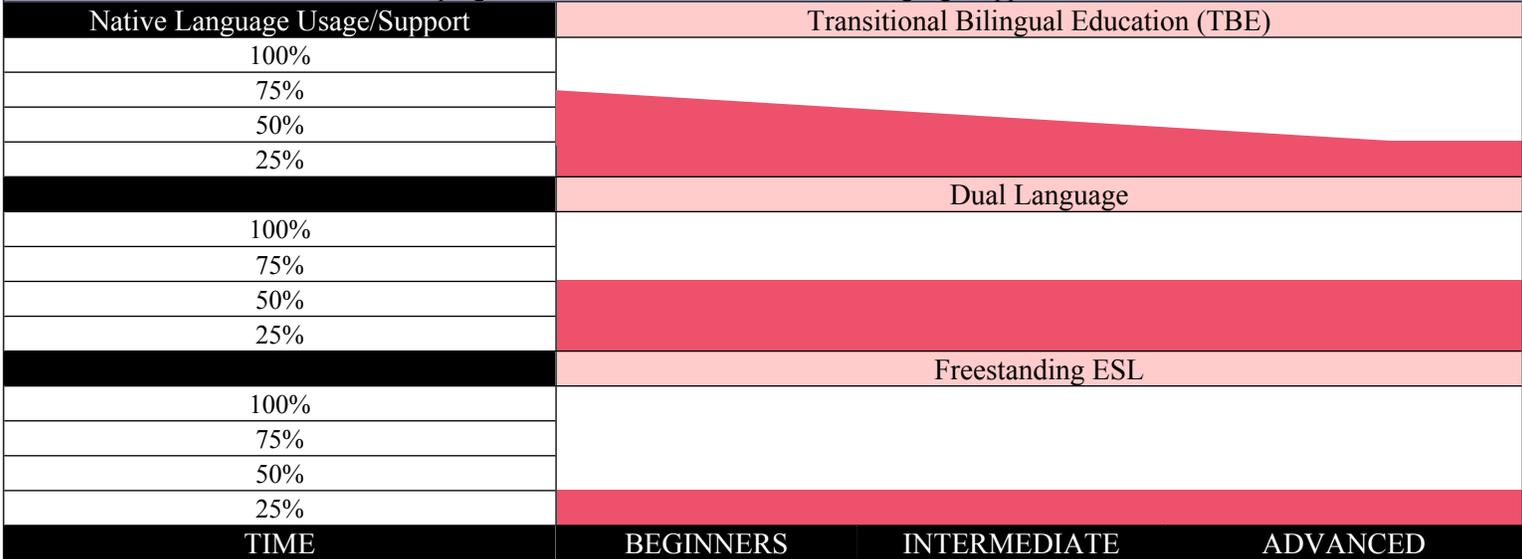
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

ELLs reaching proficiency on the NYSESLAT continue to receive additional support in all modalities through our content based curriculum that is aligned to the common core standard. They continued to be provided with support in small group instruction. Furthermore, they continue to participate in various field trips exposing them to the city's cultural diversity affording them the opportunity to engage in meaningful discussion that continues to support their language development skills particularly in listening and speaking. Our school is affiliated with the College Board Readiness Program. Through this affiliation our ELLs are exposed to a rigorous curriculum that will prepare all students for high school graduation and college admission.e:

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

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

We will be reviewing our school budget to determine how to increase additional support to our ELL population

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

No programs will be discontinued.:

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

Our ELLs are provided with the opportunity to participate in all academic and extra-curricular activities as the general education population. The YMCA is our after school program which affords our ELL and general education students the opportunity to engage in extra-curricular activities as well as provide them with academic support through the YScholar program.

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

Our ELLs are supported through the use of technology to reinforce the ESL/ELA strategies learned during the regular day. In addition, they participate in balanced literacy instruction with the use of classroom libraries that are geared to their levels of reading readiness. Our classroom libraries have various books in the different content areas such as math, science, and social studies, as well as books in Spanish. :

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

All spanish speaking ELLs receive a minimum of 100 minutes a week of native language instruction.Students receive native language support through the variety of books in our classroom libraries. Classroom libraries have books in the different content areas such as math, science, and social Studies, as well as books in Spanish.e:

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

All required services support and resources correspond to ELLs ages and grade levels

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We invite our new arrivals and newly enrolled students to participate in various activities during the first week of August. These activities are cultural and instructional in order to prepare them for our school's academic goals, while at the same time familiarizing them with the New York City culture.

18. What language electives are offered to ELLs?

Spanish is the language elective offered to our students.

19. For schools with dual language programs:

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

N/A

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. Training on ELL strategies and looking at the NYSESLAT results to impact instruction are provided in September and October
 - B. Training sponsored by the BETACS
 - C. The ESL teacher has attended the Quality Teaching for ELLs professional development, sponsored by the Office of English Language Learners, DOE. The ESL teacher then turnkeys to the staff during our weekly ELA department meetings
 - D. A consultant will be hired to provide professional development to all teachers of ELLs
2. Staff is given the opportunity to participate in trainings/workshop sponsored by OELL, The Bronx BETAC, at Fordham University, CFN throughout the year. The ESL Coordinator in collaboration with the Literacy Coach conducts workshops that are offered to ELA staff in ESL strategies, as well as QTELL, that can be infused into ELA, so that students can achieve grade level competency in the content areas.
- 3,4. All staff are given the opportunity to participate in trainings/workshop sponsored by OELL, The Bronx BETAC at Fordham University, CFN and Literacy Coach to support all teachers to align instruction to the CCLS as well as learn effective ESL teaching strategies. The Parent Coordinator is also provided with opportunities to attend workshop that supports parent of ELL students and how they can support their child in achieving success. As per Jose P., our school provides 7.5 ELL training to Furthermore, staff members are provided with 46 minutes of professional development that is built into their program as well as department meetings. During these 46 minutes professional development and department meeting sessions, teachers review ELL data, share and learn best practice for ESL students that informs instruction and prepares students to succeed.

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. Our ELL parents participated in Parent Orientations during the summer and the fall of 2011. At these meetings they were also given the ELL parent survey. Our guidance counselor supports us during these orientations and helps facilitate the presentations. In September, we conducted a Parent Orientation where parents were informed of our instructional programs and goals as well as provided with the ELL parent survey. Our Guidance Counselor supports us during these orientations and helps facilitate the presentation. In November parents will be given the opportunity to meet our teachers and become familiar with our curriculum. In addition two other parent workshops will be provided in February and March of 2012. At this meeting they will also have the opportunity to familiarize themselves with the NYS Common Core Standards, state assessments, and NYSESLAT. In April 2012 we will have a final parent orientation for our 2011-12 school year. At this meeting we will discuss our accomplishments and projected goals for September.
 2. Our school provides parents with the opportunity to participate in parent workshops based on the assessed needs of the parents in the school site through the Parent Coordinator. These include workshops on parenting skills, and curriculum based workshops to build parents' capacity to help their children at home. We also encourage parents to become trained volunteers through Learning Leaders. Organizations such as Chase Bank, Cancer Walk, Toys for Tots, honor's dinner, potluck dinners, Penny Harvest, Heart Association.
 3. In creating the Antonia Pantoja Preparatory Academy Parent Involvement Policy, the Parents Association and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. We evaluate the needs of parents by:
 - Involving parents in planning, reviewing and improving the funded programs and the parent involvement policy of the school
 - Supporting those committees that include parents such as the School Leadership Team and the Parents Association, and provide technical support as needed
 - Maintaining the parent coordinator's Title I funds to serve as liaison between the school and parent communities
 - Providing a school informational meeting on all funding programs in the school
 - Providing written translations of all documents
 - Providing Monthly Parent workshops where all parents are invited to attend formal presentations that address their parenting needs
 4. Our parent involvement activities are created as a result of an analysis of the annual parent survey results and in collaboration with the Parent Association President.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Antonia Pantoja Preparatory Ac

School DBN: 08x376

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy J. Diaz	Principal		11/12/13
Nancy Sotomayor-Einsten	Assistant Principal		11/12/13
Vivian Williams	Parent Coordinator		11/12/13
Ana Garcia	ESL Teacher		11/12/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Hermine Hawkins	Guidance Counselor		11/12/13
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08x376 School Name: Antonia Pantoja Preparatory Academy

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

The data and methodology used to assess the school's translation needs is derived from parent's HLIS, parent's preferred language form. The predominant home language for ELL population is Spanish. Within the school staff, we have the capacity to translate both written and oral communication for Spanish. For the ELLs whose home language is not Spanish, we will utilize the translation services from the Department of Education Office of Translation and Interpretation Services.

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.

Currently, a vast majority of the ELL parents require translation in Spanish. In addition, we have 5 Bengalis, 1 Chinese and 1 Vietnamese, 1 Twi families who require translations in their respective home language. After analyzing our ELL population's oral and written translation and interpretation needs, we found that the majority of the needs can be met by our current staff. We report the oral and written translation and interpretation findings to our school staff through memorandums, faculty conferences and The APPA Daily News letter. In addition, the Parent Coordinator shares the information with the parents at P.T.A. meetings.

Part B: Strategies and Activities

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

All translation services are provided in-house by school staff. For families that require services other than Spanish, we use the services of the Department of Education Services of Translation and Interpretation.

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.

All translation services are provided in-house by the school staff.

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

The majority of our ELL parents who need translation and interpretation services choose to rely on an adult friend or relative for language and interpretation services. We allow family members over the age of 18 to serve as interpreters during any formal or informal meetings. In addition, our school staff is always available to provide translation and interpretation as needed.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: Antonia Pantoja Prep Academy	DBN: 08X376
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

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:

Activity #1: NYSELAT Middle School Preparation Program & NYSELAT High School Preparation Program

The program is targeted for all ELLs on all levels (beginners, intermediate, or advanced). The program will provide an instructional plan that is aligned with the mandated ESL/ELA and Content Learning Standards and the Core Curriculum. Through the primary use of the NYSELAT Preparation Book, the program will promote literacy development and refinement; language functions and structures will be taught within the context of the lesson. Teachers will model the use of language in ways in which students will be expected to participate, and instructional strategies and activities will reflect scientific-based research.

In this program, students will read short stories, analyze picture books, listen to audio and media presentations, read documents and retell what they read, write letters and critique each other's writing, listen and discuss literature of the various genres, make predictions and inferences, oral presentations and evaluate them.

The goal of the program is to help students meet the NYS English Language ability requirement and make gains / test proficient on the NYSELAT.

*The Title III Supplemental Program will begin February 2014.

*Frequency of the Program/Activity: Twice per week

*Time of sessions: after regular school hours from 3:00pm - 4:30pm; 1.5 hours per session

*Teachers: 2 ESL/Bilingual Licensed/Certified

*Resources: NYSELAT Preparation Text, Core Subject Textbooks, libraries, standard-based instructional materials

*Assessment: oral presentations, portfolios, written projects, and tests, NYSELAT

ACTIVITY #2: REGENTS PREPARATION PROGRAM

The Title III Supplemental Regents Preparation Program is targeted for ELLs who are enrolled in both English and Social Studies courses, which lead up to a NYS Regents Examination. The program is offered to all ELLs at all levels of proficiency (beginners, intermediate, or advanced) as well as former ELLs. The program includes required components of essays, research reports, creative writing, mock testing, social history research and a unit on Regents Study Skills. Every student in this program will receive a Regents

Part B: Direct Instruction Supplemental Program Information

Practice Guide for both Social Studies and English as well as Regents preparation assignments during the sessions. Additionally, students will receive individualized instruction, small group instruction and literacy focused writing that will prepare them for the English and Global Studies/United States History Regents. The goal of this program is to equip all students with the necessary reading, writing, speaking, and listening skills required to meet commencement level state learning standards.

*Activity #2 will begin February 2014

*Frequency of the Program/Activity: Twice per week

*Beginning Time: After regular school hours from 3:00pm - 4:30pm; 1.5 hours per sessions

*Teachers: 4 teachers total. 1-English, 1-Social Studies, 2- ESL/Bilingual Licensed/Certified

*Resources: Student folders, Regent Practice Guides, supplemental history/ literature books

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:

PD Activity #1: LITERACY ACROSS THE CURRICULUM WORKSHOPS

The goal of these workshops is to improve student literacy across the curriculum and prepare all students with the necessary reading, writing, speaking and listening skills required to meet commencement level state learning standards. A literacy team, consisting of the Principal, an Assistant Principal, the Literacy coach, ESL Teachers, and ELA Teachers, will be set up. This team will meet with literacy experts to discuss strategies and methodologies that are helpful in promoting literacy across the curriculum. The team will also be in charge of providing the school with appropriate age-leveled reading materials. The team, along with outside experts, will provide professional development to all staff members, who are not part of the literacy team. These workshops will support the instructional programs by providing strategies and methods that assist in teaching literacy across the curriculum. the workshops will introduce/reintroduce teachers to leveling reading material and provide numerous resources on language development and literacy.

Program will begin February 2014

Frequency of Workshops: 4 Sessions

Resources: LCD Projector, PowerPoint Presentations. video clips

Time: After regular school hours from 3:00pm-4:00pm

Participants: All instructional staff and supervisors

PD Activity #2: TEACHING CONTENT TO ENGLISH LANGUAGE LEARNERS WORKSHOP

ESL teacher/s will facilitate workshops with interested members of the Literacy Team and will read Teaching Content To English Language Learners - Strategies for Secondary School Success by Jodi Reiss.

Part C: Professional Development

Additionally, workshop participants will be divided into collaborative team , which will work on and provide professional development based on sections this book to other participants.

The workshop will cover the following topics:

- *Teaching in Multi-cultural Classrooms
- *Strategies for Instruction
- *Strategies for Assessment
- *Latest research on effective practice for English Language Learners
- *Professional extension activities to help readers apply the information in this book to their own educational setting

Frequency of Workshops: 6 one-hour sessions

- *1 hour each: 3 hours meeting/discussion - workshop members
- *1 hour organization of presentation
- *2 hours of presentation

Resources: Teaching Content to English Learners by Jodi Reiss

Part D: Parental Engagement Activities

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

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

Begin description here: PARENTAL INVOLVEMENT IN STUDENT EDUCATION

The program will include sessions, to be hosted by the ESL teachers, the High School Guidance Counselor and the High School Supervisor, on graduation requirements, interpreting transcript, how parents can help in their children's education and what resources are available to them and their children to succeed in school.

- *Schedule and duration: 4 Sessions, beginning February 2014
- *Time/Date: Saturdays 9:00am - 12:00pm, beginning February 2014
- *Number of Parents: 15 - 20 or more
- *Staff: 1-2 ESL Teachers, HS Guidance Counselor, Assistant Principal,
- *Parent Notification: All ELLparents will be invited to the parent workshop series via letters and calls. Information will be provided in English as well as in the parents' preferred language of communication.

Part E: Budget

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

Allocation Amount: \$0

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