



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PELHAM ACADEMY FOR ACADEMICS AND COMMUNITY ENGAGEMENT
DBN (i.e. 01M001): 11X468
Principal: ANTHONY RIVERA
Principal Email: ARIVERA11@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH A. WHITE
Network Leader: ROBERT HERNANDEZ

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
Anthony Rivera	*Principal or Designee	
Brenda Castano	*UFT Chapter Leader or Designee	
Charmaine Rattray	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ana Ozuna	Member/ Parent	
Roy Richardson	Member/ Parent	
Damaris Stephenson	Member/ Parent	
Joyce Francis	Member/ Parent	
Jocelyn Vargas	Member/ Guidance	
Katrina Holmes	Member/ Teacher	
Marie Peterkin	Member/ Guidance	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teachers will participate in targeted professional development designed to strengthen their teaching practices (as a result, 80% of teachers will demonstrate an improvement in domain 3 competencies 3b,c,d measured by MOTP) and positively impact student performance (as measured by MOSL).

Comprehensive Needs Assessment

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

While the overwhelming majority of teachers have, historically, received satisfactory annual performance ratings, our students demonstrated a marked decline in Academic Performance as measured by the NYS Common Core Aligned ELA and Math Exams administered in the Spring of 2013. The former evaluation system of S/U did not allow for teacher practice to be measured against student performance. As a result, the effectiveness of professional development (at our school) as demonstrated by the logical linking of teacher effectiveness to student outcomes was inconsistent, at best. The Danielson Framework for Teaching provides us with access to the type of information that can inform professional development decisions to address the demonstrated needs of our faculty members and structures and supports within the school will allow our faculty members to address the demonstrated needs of their students.

Instructional Strategies/Activities

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

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

Administration and staff will engage in strategies that demonstrate "evidence of impact" as follows:

1. Administrators will engage teachers in a process of establishing professional goals (aligned to the Danielson Framework) that are linked to:
 - a. Their own self-assessment against the Danielson Framework
 - b. Professional feedback that they have received
 - c. Increasing student outcomes
2. A minimum number of classroom observations (using the Danielson Framework for Teaching) will be conducted, resulting in feedback and a detailed reporting of their observed strengths and growth areas as measured across the 22 competencies on the HEDI scale.
3. Teachers will administer, grade and analyze multiple measures of student learning including city-developed MOSL, unit assessments, unit performance tasks, journals, lab reports, Ed Performance assessments in Reading and Math and Achieve 3000 benchmark assessments.
4. Professional development will be designed, quarterly (and revised as needed) to address the demonstrated needs of teachers and students (as revealed by items 1-3 above)
5. "Evidence of Impact" will be collected, tracked, communicated to teachers (quarterly in the form of a graphic representation of their MOTP and MOSL data) and used by administration to confirm or revise professional development plans.

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

1. The administration will provide professional development and aligned resources to support the development of professional goals aligned to the Danielson Framework. Teachers will be scheduled for individual administrative conferences where they communicate and submit their goals and receive feedback.
2. Our talent coach, Teacher Ambassador, Peer Instructional Coaches and Network Achievement Coaches will all participate in co-observations in which low-inference notes are coded and calibrated as the administration continue to establish a command of the Framework.
3. Teachers, peer instructional coaches, Math and ELA consultants will collaborate on the selection of assessments aligned to the common core. Teachers working individually and in teams will be responsible for administering, grading and analyzing student performance and progress.
4. Administration will identify professional development targets and, in conjunction with the Teacher Ambassador, Peer Instructional Coaches, consultants and network staff will design professional development to be administered.
5. The data analyst will work with administration to organize assessment information into graphical representations of the "Evidence of Impact". Administration will schedule and conduct quarterly meetings.

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

1. All goal setting meetings to be completed by November 1, 2014 with each teacher submitting no less than 2 aligned goals.
2. 4-7 informal observations per week and 2 formal observations every 3 weeks. Formal observations not begin until December.

3. Scheduled assessments are administered on an ongoing basis and are monitored, bi-weekly by instructional leads during instructional cabinet. Data analysis is conducted after all major assessments and is submitted for review within two weeks.
4. Professional Development plans are monitored, confirmed and revised weekly during administrative cabinet meetings. When revisions are required, the administrative team identifies the required actions and delegates the corresponding pieces to the appropriate parties.
5. Data projects are established and communicated and/or monitored during bi-weekly data meetings between the data analyst and the administrative cabinet.

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

1. September 9-November 1 with multiple conferences scheduled per day
2. November 1-June 1 with 4-7 informal observations conducted weekly and 2 formal observations conducted bi-weekly (none before December)
3. September 9-June 1 ongoing to take place before during and after units of study in all contents
4. June 2013-June 2014 occurring continuously but scheduled to take place during weekly cabinet meetings
5. November-June and organized and disseminated quarterly

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

1. Professional development time was set aside at the start of the school year to accommodate the training and support required for teachers to produce professional goals. The principal developed a template that teachers could use to develop their goals and a meeting protocol to engage teachers in productive dialogue that helped them link their goals to student outcomes.
2. Immediately following IPC's, the Principal and Assistant Principal conducted co-observations of every teacher for their 1st informal observation for purposes of calibration and to identify best practices associated with the observation process within the structures of Advance. Over the course of the year, administrative personnel will engage in co-observations with consultants, teacher ambassadors, our talent coach and network achievement coach to ensure that the accuracy, consistency and quality of observations and feedback remain high.
3. Teacher teams calendar assessments monthly and are responsible for administering, grading and analyzing them. The analysis is documented for the more significant assessments (including city MOSL, end unit assessments and performance tasks.)
4. Administration uses their own bank of resources in addition to consultants, partnerships with Teaching Matters and Metamorphosis (contracted for 25 sessions each), the Office of Teacher Effectiveness, the Teacher Incentive Fund to plan for and execute professional development throughout the year.
5. Our data analyst is scheduled to meet with administration weekly and is also provided with per session funding (3hrs/week) to complete assignments and special projects associated with the reporting required .

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. N/A
2. N/A
3. Teachers send home monthly updates that include, among other things, the content currently studied and the dates of upcoming assessments and ways families can assist their children at home.
4. Professional Development for families is also designed and offered in an effort to acquaint our families with our academic goals for their children, familiarity with the CCSS and new assessments and how they can help us develop their children as learners.
5. Student progress, as captured and illustrated through the graphical representation of multiple MOSL, are shared with parents in addition to bi-monthly reports on academic progress (which are sent home the 1st and 3rd Tuesday of every month).

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 100% of teachers in ELA and Math will deepen their capacity to use questioning and discussion techniques (as reflected by MOTP) to promote critical

thinking (as measured by our school wide accountable talk rubric) and improve student writing (as measured by the city endorsed writing rubric for grades 6-8).

Comprehensive Needs Assessment

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

Classroom observations, across contents, suggest that instructional time is dominated and compromised by "teacher talk" (discussion that is driven by teacher participation). Our observations support the research that indicates that when teachers use instructional time to "explain" the content and/or perspective, that students are not actively listening and/or taking in the information. Classroom observations reveal an overwhelming focus on the instructor and what he or she knows, and can be characterized (disproportionately) as instructor talks and students listen and where the instructor corrects the contributions of students, chooses what is learned and how and the classroom is overall quiet and calm. While research suggests that there is a time and place for teacher centered instruction, across contents, the prevailing research also indicates (with overwhelming support) that a learner-centered classroom where students interact with the content, the instructor and one another, where students answer each other's questions and use the instructor as a resource and where you can actually hear the learning is extremely effective.

Instructional Strategies/Activities

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

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

1. The Principal establishes a school-wide focus by declaring that "the faculty and staff of Pelham Academy commit to Engage, Support and Challenge ALL learners in the pursuit of improving our students' capacity to engage in high quality discussions anchored by instructional materials and the thinking and responses of their peers. Our students will demonstrate the capacity to ask and respond to questions that help deepen their understanding of the content. **If they can speak about it, they can write about it and respond to it.** Our progress toward this target will be measured by trends in observation feedback and trends in student performance data across contents on ALL state and local measures of student learning."
2. Professional Development is organized and delivered to provide a comprehensive analysis and functional knowledge of:
 - a. Competency 3b of the Danielson Framework for Teaching (Using Questioning and Discussion Techniques)
 - b. The development and use of accountable talk
 - c. Discourse in the classroom
 - d. Active Listening
 - e. Socratic Seminar
3. Adoption of a school-wide participation rubric
4. Scheduled intervisitations and structured lesson studies that allow teachers the opportunity to witness the use of questioning and discussion techniques across contents and classrooms.
5. Observations and feedback that are consistently linked to component 3b of the Danielson Framework for Teaching.

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

1. The Principal, in collaboration with the Assistant Principal, consultants from Teaching Matters and Metamorphosis (who both conduct a needs assessment at the start of the school year) and Network 611 all contribute to the conversation and work to develop a school-wide goal before the start of the school year.
2. Professional development is offered, primarily by, administration, consultants, network staff, peer instructional coaches, our teacher ambassador, and talent coach. Teachers who attended an educational conference in June also have the opportunity to design and present relevant professional development.
3. The Instructional cabinet, consisting of 2 peer instructional coaches and teacher representatives of all 4 core departments work to develop and adopt a school-wide participation rubric.
4. The administration and consultants design and schedule intervisitations and teachers are either scheduled or invited to attend.
5. Administration links feedback to 3b on every observation whether or not there was evidence that warrants a rating as a means to keep the conversation focused on the school wide goal.

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

1. Can the school community, including teachers, students and parents articulate the school wide goal? If so, a element of purpose has been introduced to the work.
2. 100% of ELA and Math teachers demonstrate full participation in PD offerings aligned to the school goal. Participation logs, minutes, and survey responses will be compared against observation data as an indicator of effectiveness.
3. 100% of teachers will incorporate and utilize the school-wide participation rubric to gauge the level of discussion that exists across classrooms.
4. 100% of Math and ELA teachers will participate in intervisitations as a product of lesson studies.

5. Observation reports highlight the presence of evidence of 3b consistently
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Established in October and remaining in effect throughout the year 2. Beginning in September and continuing throughout the year 3. November and revisited throughout the year 4. Cycles begin in November and continue throughout the year 5. November 1-June 1
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. The Assistant Principal engaged in pre-service planning with the Principal during the Summer months for approximately 20 hours in preparation for professional development. 2. Teaching Matters Consultant and Metamorphosis were both contracted for comprehensive support packages that cost \$25,000 3. The instructional cabinet meets during the regular school day and is covered as a common planning period in the schedules of the participating teachers 4. The intervisitation schedule is included as part of the work of both consultants 5. N/A

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ol style="list-style-type: none"> 1. The Principal communicates our school-wide focus to families in the beginning of the school year and reiterates it at different points throughout the school year. 2. Families are engaged in questioning techniques they can use with their children to help them develop good discourse at home. 3. Families are informed of the tenets of accountable talk and, in our departmental newsletters, are encouraged to use accountable talk in and around the home 4. N/A 5. N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.												
x	Tax Levy		x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.												

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
All school departments, guidance and students will contribute to a monthly publication titled "The Pelham Family Express" that details, among other things, pertinent information on the current units of study, upcoming academic deadlines and academic celebrations. This effort is focused on increasing our parents response to the learning environment survey from 56% to 75% Strongly Agree with the statement: "My child's school keeps me informed about what they are learning."

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In an effort to continue engaging our students and their families, we have to continue to modify our outreach efforts to address the expressed areas of concern. With the new State exams reflecting a set of standards that is still very much novel to our parents, it is now more important than ever to establish clear and consistent avenues of communication where we take the time to share what children are learning and how families can help. Our Instructional Cabinet has consulted with our SLT and decided that providing families with instructional support skills and strategies that can be implemented in the home would be a worthwhile endeavor. Considering the dramatic decrease in student performance on this year's State assessments, when compared to last year, it is critical that we engage our families in what students are being exposed to and what is expected of them. While a variety of instructional strategies and supports have been identified and implemented to assist student progress during the school day, these outreach efforts help feed an academically supportive environment in the home.

Instructional Strategies/Activities

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

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

1. In the Fall of 2013, a group of teachers and administrators, working collaboratively, constructed a template to be used as a vehicle to communicate key aspects of our students experience with the families at home.
2. Teacher teams were provided time during professional learning team meetings to decide upon key points to communicate home. The teams were required to report on the current unit of study (detailing content and materials), list key dates of assignments and/or assessments that students were required to participate in, communicate strategies that families could use at home to support their child's growth in each particular content and offer up something interesting and engaging about the current unit of study.
3. The guidance department and our student Journalism club also participate and create their own sections of the Express.
4. The teams communicate their efforts to our Parent coordinator who compiles the work and formats it for distribution.
5. The Family Express is printed, bound and provided to our families through the use of weekly communication envelopes that are sent home every 2nd Tuesday of the month.

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

1. The Principal in collaboration with the Instructional cabinet which includes our AP and representatives from each content and Special Education. Instructional Cabinet time is built in to the schedules of members who have the opportunity and space to collaborate with a group of instructional leads across departments.
2. Teacher teams meet for PLT's once a week for 90 minutes of uninterrupted work time. Time is carved out, monthly, to provide opportunities for the grade level content teams to come together and develop these points to report on.
3. Our two guidance counselors and the student journalism club, under the direction of teacher facilitators afterschool.
4. Our Parent Coordinator works in conjunction with our office staff to finalize, print, bind and distribute the "Express"
5. See above

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

1. A template is generated, revised and ultimately finalized by November.
2. Teacher teams submit their bullets as a result of their first monthly PLT's but never after the first Friday of the month.
3. Guidance and the journalism club submit their bullets before the second Monday of the month.
4. On the second Friday and Third Monday of every month, our Parent Coordinator compiles, edits and produces a best copy to be bound and printed by office staff
5. A minimum of 5 "Family Express" publications are printed and delivered to the homes of our students via the Tuesday envelope.

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

1. The concept is introduced to the staff in October 2013 and the Instructional cabinet begins working on a template, process and procedures for implementation, generating a final draft by November 2013.
2. The process is introduced to the departments and the first series of departmental bullets are due the second week in December.
3. Same as 2
4. The end of the first week in December is our target date to compile the first wave
5. The first edition will be bound, printed and distributed on December 10. Subsequent editions will be printed for January, February, March, April & May.

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

1. A team of staff members, including representatives from each department, are identified and assigned to participate on the Instructional Cabinet. The IC meets on a weekly basis during time programmed into each person's schedule. The IC will engage in a series of activities in which we identify the most important aspects to communicate and the best way to communicate them.
2. Teacher teams in Math, EIA, Science and Social Studies are all programmed to meet with their team once per week for 90 minutes. Once per month, starting in November, the team carves out space to reach consensus on their bullets. Once agreed upon, the teacher teams submit their bullets and make any necessary revisions required for final approval.
3. Same as above aside from the fact that the journalism club uses their club time to produce their piece
4. NA
5. Paper and printing costs associated with 330 copies being generated once per month.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

By virtue of the fact that the entire product of this goal is geared toward increasing parental involvement, no additional strategies were considered aside from requesting

PA involvement in the final published piece. It was decided to forego that segment of the initiative and revisit next year.

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	Grants

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

NA

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III		Set Aside	Grants

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	Two online programs, Achieve 3000 and MindPlay are used as intervention programs before and after-school, targeted and scaffolded skill interventions are used during AIS periods throughout the day, sustained silent reading is offered to every class and Saturday Academy.	Students are invited to a tutoring intervention offered before or after school and on Saturday mornings in the Winter. In addition, teachers of ELA are programmed to provide 3 AIS sessions throughout the week offered during "specials".	3 times per week per grade (scheduled during different periods on different days for each grade.) Tutoring is offered daily 7:30-8:00 Monday and Tuesday 3:10-4:00 Friday 2:20-3:00 SSR occurs once per week for 40 minutes Saturday Academy runs from January to March and is offered once per week for 3 hours.
Mathematics	An online Math intervention, Dream Box, and targeted and scaffolded skill interventions are used during AIS periods throughout the school day	Students are invited to a tutoring intervention offered before or after school and on Saturday mornings in the Winter. In addition, teachers of ELA are programmed to provide 3 AIS sessions throughout the week offered during "specials".	3 times per week per grade (scheduled during different periods on different days for each grade.) Tutoring is offered daily 7:30-8:00 Monday and Tuesday 3:10-4:00 Friday 2:20-3:00 Saturday Academy runs from January to March and is offered once per week for 3 hours.
Science	A science "boot camp" is offered to reinforce the content and processes associated with local and state measures of student learning	This is open to all 8 th grade students and offered in small groups after school.	Twice per week beginning in the late winter and extending through the Spring
Social Studies	Students will participate in an editorial elective during their technology periods where they will take a position on a self-selected social issue, research it and produce a well-constructed editorial that will be shared with the entire school community.	This intervention is offered in addition to ELA and Social Studies periods and is offered twice per week for 40 minutes.	Classes are programmed to use the lab during 2 different periods every week.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Peer mediation, guided conflict resolution, family meeting, parenting workshops, health and hygiene workshops	These interventions can be offered in small group, one on one, whole class and even whole grade.	Our guidance department is scheduled for at-risk sessions every week in which they work with referred students and or in classrooms, supporting teachers and students. The take on special project assignments and are charged with the planning and implementation of

			interventions that require different time commitments to execute.
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**Title I Information Page (TIP)
For Schools 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.

The recruitment of HQT's is a vital component of the staffing here at Pelham Academy. A very rigorous hiring process never really ends as we recruit viable candidates all year round. The process is as follows:

- Resume screen
- Telephone interview
- Panel interview
- Demo
- Administrative interview
- Reference check

We have found that when we deviate from the process, the results are representative of candidates that do not embody the spirit and energy of the type of educator that is successful at our school.

Our aim is to provide our staff with everything they need to be effective. Whether that is materials, professional development or a place where they can collaborate freely and have the opportunity to explore creatively and develop professionally. This year, our professional development is focused around assessed need and teacher preference. By asking teachers about the areas where they want to develop, we are incorporating what we need with what they want and it has proven to be very successful

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).

Our PD focus for the year is strategically aligned to the integration of the CCLS, the Citywide Instructional Expectations, the Danielson Framework for Teaching, student performance and expressed need. We begin the year with a PD plan that accounts for all of these factors and assess our changing needs on an ongoing basis. This year, with the implementation of a new curriculum in ELA and Math, we hired consultants to assist our departments in the unpacking and execution of each. With the adoption of a new teacher evaluation system and teacher practice as measured by the Framework for teaching, much of our efforts, this year, are directed toward understanding the process and identifying opportunities for success within the confines of th ADVANCE and Danielson.

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.).

Our cabinet and liaisons come together weekly to discuss the needs of our student body and their families and ways that we can support those endeavors with the resources available to us.

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.

A MOSL committee was established in the Spring of 2013 that convened several times, consulted with their peers and, eventually, agreed upon the selection of MOSL's by department.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 468
School Name Pelham 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 Anthony Rivera	Assistant Principal Joanna Cartagena
Coach Danielle Bertran	Coach Kalyca Thomas
ESL Teacher Claire Thomas	Guidance Counselor Marie Peterkin
Teacher/Subject Area Claudia Mitchell	Parent Demaris Stephenson
Teacher/Subject Area	Parent Coordinator
Related Service Provider Brenda Castano	Other
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	320	Total number of ELLs	37	ELLs as share of total student population (%)	11.56%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							5	5	8					18
Pull-out							5	5	2					12
Total	0	0	0	0	0	0	10	10	10	0	0	0	0	30

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	17
SIFE	3	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	18

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	0	0	0	0	0		0		0
Dual Language										0
ESL	12	2	3	7	1	3	18	0	11	37
Total	12	2	3	7	1	3	18	0	11	37

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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							12	11	8					31
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							2		3					5
Haitian							0							0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian							1							1
Other														0
TOTAL	0	0	0	0	0	0	15	11	11	0	0	0	0	37

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	6	2					9

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	0	4					8
Advanced (A)							10	5	5					20
Total	0	0	0	0	0	0	15	11	11	0	0	0	0	37

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					!Und
4					
5					
6	13	1			
7	8	0			
8	7	1			
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									
4									
5									
6	11	2	1	0					
7	6	2	0	0					
8	7	0	3	0	0	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									
8	0	0	0	0	0	0			
NYSAA Bilingual (SWD)		1							

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				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
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.

The assessment tools we use to assess the early literacy skills of ELL's are Fountas and Pinnell Running Records, EdPerformance, Achieve 3000 level set assessment, MOSL baseline assessments for ELA, science and social studies, Expeditionary learning unit assessments and performance tasks, CMP3 Benchmark assessments and teacher made assessments. Each of these assessments allow administration, teachers, students and parents to have access to student performance data associated with a variety of literacy skills. Knowing and understanding students' literacy levels informs the school of what programs are appropriate for students, what instructional supports (including scaffolds, materials and level of materials are needed for the students), such as the level of independent reading books or the types of content area text books would be appropriate for students. For example the differentiated literacy program Achieve 3000 is best used for students with literacy Lexile levels of second to eighth grade, if a student is above or below the second to eighth grade range than this program would not be appropriate for that student.

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

We noticed that according to student performance data from the 2013 NYSESLAT and LAB-R, 54% of our ELL population (20/37) is scoring at the advanced level. 50% of our students performing at the advanced level (10/20) are in the grade 6. 46% percent (17/37) of our entire ELL population have IEP's. 53% of our ELL's with IEP's (9/17) are in grade 6.

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 of 11/7/2013 the ATS document RMNR does not reflect proficiency ratings for individual modalities on last years NYSESLAT. In previous years, data patterns across NYSESLAT modalities suggest that a majority of our ELLs require additional support in the areas of reading and writing. As a result we emphasize classroom practices that not only encourage daily student to student discussion and collaboration but incorporates lessons in which such engagement and student to student interaction is necessary for the tasks and objectives to be achieved. Our philosophy is that if students can discuss it, the transition to writing about it is a more manageable progression. This leverages the strengths that the ELLs are bringing to the classroom (namely their strength in speaking) and encourages the practice of writing tasks (which the data suggests is a lesser strength).

The Annual Measurable Achievement Objectives data reveal that over the years, students make progress but they are still not making adequate progress to reach performance targets, as set by New York State. Students' strengths and weaknesses are identified through the analysis of the NYSESLAT data and shared by and with the classroom teachers, the push-in support personnel, such as the ESL teachers, SETSS teacher and the content area teachers who also need to have this information so that they can provide personalized and precise instructional support. Student performance data is a shared responsibility so that ample time and effort is provided throughout the day by all teaching personnel who will impact on the students' performance. ELLs are grouped in a specifically-designed class on each grade to facilitate the push-in services of ESL teachers.

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?

The patterns across proficiencies and grades are very similar. Our ELL population is overwhelmingly scoring at level 1 on state assessments in ELA and Math, far below school-wide trends for all students. The ELL Periodic Assessment will be used to focus on the areas where our students are struggling and support those areas where they are doing well. We have just administered the periodic assessments and therefore do not have the results to analyze. We also use other diagnostic and assessment tools in English (F&P Benchmark Reading Assessments, EdPerformance Reading Assessment, Curriculum Aligned Assessments and teacher created assessments, which are administered throughout the school year, as benchmarks. These assessment tools provide valuable results that are used by administrators, coaches, ESL teachers, consultants. The results are used to drive instructional planning and resources.

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](#).)

Even though we do not currently support an RtI framework we do have interventions in place for our ELLs. Based on the data we realized that our ELLs need additional language support in the content areas. Our ELL's are part of weekly intervention groups that meet 3X per week and are facilitated by ELA and Math teachers. We also have ESL teachers pushing into both social studies and

sciences classes.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The students' second language development is considered in instructional decisions as the teachers plan their learning targets and objectives for daily lessons. Attention to language acquisition, including academic language and domain-specific vocabulary development, figurative language, idioms and expressions, colloquialisms, collocations, and explicit instruction and emphasis on vocabulary building, with classroom practices that emphasize student to student discussion, as a bridge to rich and complex reading proficiency and writing, as per Common Core aligned rubrics.
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?For Dual Language – N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success for our programs is determined by the growth our ELLs demonstrate on their NYSESLAT exam in all four modalities. We also look at the ELLs progress and growth through the various assessments we use throughout the school year such as EdPerformance and Running Records. In addition, the ongoing analysis and evaluation of daily student work informs our monitoring of the strengths and weaknesses that need to be addressed, both by students and by teachers. Frequent classroom observations and visits by the Principal result in feedback and evaluation reports that document the successes and challenges. Coaches, Assistant Principal, Network's Achievement Coach and Consultant also visit classes and observe teachers and students on a collegial level and provide another form of "critical friend" feedback, as the low-inference evidence observed indicates. Using the Charlotte Danielson Framework For Teaching allows all educators to assess the results in the classroom with a common language and understanding of best professional practices, across all 4 Domains.

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](#).)
The parents/guardians of students that are newly enrolled in a New York City school are informally interviewed together with the child by both a Certified ESL teacher and the Pupil Personal Secretary to determine, through a series of questions, if in fact this is the student's first time in a NYC public school. The interview is conducted in either English or Spanish, depending on the parent/guardian and student preference. If it is determined through the informal interview that the student is a new student, the parent/guardian completes a Home Language Identification Survey (HLIS) with the assistance of the ESL instructor or Assistant Principal. This survey helps us, the school; identify which students may be English Language Learners (ELLs). Once potential ELLs are identified, as evident by the responses on the HLIS, demonstrating the student's language is one other than English, the students are administered the LAB-R test within ten days of enrollment as the formal initial assessment. The LAB- R is administered by the ESI teacher, MS. Wallace. The LAB-R results determine whether students are entitled to bilingual/ESL programs and services. Students who were administered the LAB-R and are Spanish-Speaking ELLs are also administered the Spanish LAB within the first ten days of enrollment by the ESI teacher. The Spanish LAB results are used to assess the students knowledge of their native language, Spanish.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The parents/guardians are notified and given a Parent Orientation informing them of the choices offered throughout the city (Transitional Bilingual (TBE), Dual Language, or Free-Standing ESL). The parents have the opportunity to view the Parent

Orientation DVD provided by the New York City Department of Education, which further explains all three programs. After the video is viewed, we then discuss the options available in the city with the parents, and emphasize that they are entitled to select whichever program they feel would be most suitable for their child. The ESL teacher, Ms. Wallace facilitates the Parent Orientation. During the orientation the parents complete the Parent Survey and Program Selection Forms. This process is also completed within in the first 10 days of the student's entrance. The parents/guardians of students that enter after the start of a new school year receive the orientation at registration and are able to view the New York City DOE Parent Orientation program options on the internet - <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>.

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](#)].)

We make a concerted effort to make sure parents receive entitlement letters and have parents complete the Parent Survey and Program Selection Form at the end of the orientation and presentation. Completed Parent Survey and Parent Selection Forms are collected at the end of the Parent Orientation by the Bilingual Coordinator, Ms. Wallace. There are few parents who do not attend the orientation. Those parents who do not come into the school or do not return the forms are contacted and are invited to another orientation. If the parent still does not come in for an orientation they are advised that their child will be placed in our Free Standing ESL Program, which is the default program. This process is also completed within in the first 10 days of the student's entrance. The ESL Instructor, Ms. Wallace, keeps a copy of the entitlement letter that is sent to the parent and the original completed Parent Survey and Program Selection Forms in an ELL Parent Binder in her office.

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.

Upon completion of the Parent Survey and Program Selection Forms the ESL teacher and/ or the Assistant Principal will discuss with the parents the child's placement. Student placement is based on LAB- R results and parent selection. Parents then receive a placement letter, in their native language, informing them in writing of their child's placement as discussed during the Parent Orientation. The placement letters are taken from the NYCDOE website, where they are already translated into the appropriate native language for our parents. If the students are not already in the appropriate class they are moved as soon as possible to ensure that they are receiving the appropriate services. Continuing students will be placed in the ESL program that they were previously in and will receive a continued entitlement letter. Copies of the letter can be found in the main office.

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

Every spring ELLs are assessed using the 4 sections of the New York State English as a Second Language Achievement Test (NYSESLAT). To ensure that every ELL is administered the exam, the school goes into the testing mode in which students that are not ELLs do not move from room to room, to avoid distractions and increase concentration during the exam. All students and staff follow the testing schedule and room assignments. The Listening, Reading and Writing sections of the NYSESLAT are administered to the ELLs over 3 days under school-wide testing conditions. The Listening section of the NYSESLAT is administered in the classes by grade using the NYSESLAT Listening CD and CD player. The Reading and Writing sections of the NYSESLAT are also administered by class/grade. The Speaking section of the NYSESLAT is administered before the other 3 sections of the exam and is administered to each ELL on a one to one basis with one of our ESL Certified teachers. The Testing Coordinator and the ESL teacher work together to ensure that every ELL has completed each section of the exam during the allotted testing window.

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.  According to the Parent Survey and Program Selection Form, the trend for newly arrived and eligible students is to enroll in a free-standing ESL program. Our parents have expressed that they have made their decision based on the Parent Orientation Video and information session that is held. Only two families in the past 4 years have requested that their child be enrolled in a TBE program. Parents are asked to put their requests in writing.

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])?
At our school, ELL students are enrolled in heterogenously grouped classes on grade level. Classes are departmentalized, follow a block schedule. ESL teachers push in and co-teach in a variety of content area classes such as math, social studies and science to meet the needs of our students. Beginner ELL's receive pull out instructional in addition to push in supports.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

ELL's in general education classes are all grouped, heterogenously, into one class across all three grades. Beginner schedules are aligned to allow for the ESL instructor to pull out throughout the week. These pull-out instructional periods are aligned as to ensure that our ELL's do not miss instructional opportunities in the other core content classes. Instructional minutes are then divided across grade levels and content areas to provide the adequate number of instructional minutes while supporting students in a variety of different academic content settings all which present unique obstacles and demands on a language learner. The ESI teacher is also programmed to participate in grade level common planning with each of the grade level teachers that she supports. These meetings take place weekly and present an opportunity for the ESL instructor to consult with the content teachers about supportive practices that can be implemented to address the needs of the ELL students in their classes.

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.

In our Free-standing ESL classes the content areas are taught in English. Teachers use ESL strategies, such as TPR, explicit, direct instruction in fluency, vocabulary, comprehension, scaffolds and structured opportunities for listening, speaking and writing while building the content knowledge and developing their English skills. Native language support such as using bilingual dictionaries, technology support and the buddy system, when available, are also used. Modeling, explicit instruction, rubrics, meaningful and actionable feedback through one-on-one conferring and small group instruction, engaging materials, tasks, and questions, emphasis on student to student discussion and collaborative inquiry with higher-order thinking and cognitive

demands create a learning environment that sets high expectations and also provides matching supports for the ELL students to help them meet the high standards. The ESL teacher also participates in grade level common planning with the content area teachers.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Our testing coordinator orders the necessary assessment materials to accommodate each of our ELLs native language needs. In addition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We currently have a comprehensive plan to ensure academic success for all of our ELL students. Students are provided with differentiated instruction, in the computer lab through the use of the differentiated literacy program Achieve 3000, Scantron-EDPerformance (in both math and reading), CMP3 (math curriculum), after school tutoring which will begin in December (students will use the I-Ready individualized, CCLS aligned computer program for both math and reading) and the Saturday program (funded through Title III) are also used to meet our students' needs. In addition, to the formative and summative assessments in the classes, each of the programs we use have pre and post tests and/ or benchmark assessments to record student growth and progress.
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).

SIFE students are provided with differentiated instruction by participating in small group instruction within their class. In addition, SIFE students also participate in intervention services provided by their classroom teachers 3x per week.

We have a vast number of intervention services being provided to our Newcomers and ELLs who have been in the program from 4 - 6 years. These groups of ELLs participate in programs such as Extended Day tutoring. ELLs are also invited to participate in the after school and Title III Saturday programs. For students demonstrating some form of interrupted schooling or those that will be taking the ELA for the first time this school year have been assigned academic intervention services providing them with help as well as, enrichment opportunities. Students who display being SIFE are monitored closely for progress and participate in the extended day tutoring sessions with specific instruction geared toward developing their skills.

Long term ELLs are closely being monitored and assessed intermittently to determine what areas they are progressing in, as well as, which ones they are not. Achieve 3000, I-Ready and MYON are also components being implemented as additional supports. Long Term ELLs will also be participating in after school, Saturday, and counseling services which may aid in their development.

All of ELLs are exposed to instructional strategies such as the use of technology through, SMART Boards, computer lab and lap top access; small group instruction, modify and adapt grade level text, SIOP, graphic organizers, vocabulary development, "Just Right" books on child's level, audio visual aids, review student data during teacher team meetings, and rotate groups between working in centers and working with teacher.

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?
We are working closely with the Special Education department and assistant principal to ensure that all the materials used in general education classes are accessible to all ELLs with special needs. We look closely at their IEPs to determine what they are most in need of to provide them with an adequate form of instruction. ELLs with special needs are also participants of the project based model and have access to the same opportunities as all ELLs including but not limited to Achieve 3000 for additional support. In addition Ms. Castano, the IEP teacher, frequently checks the SEC Reports provided by the "NYC Department Of Education Division of Instructional and Information Technology/Student Special Service Detail Information Public Schools Service: ESL" to check for any updates for any student who may be added to receive/or no longer receive ESL as a mandated service on their current IEP.
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 school program is designed to afford selected students, with special needs, with an opportunity to participate in general education classrooms and special classes. One class on each grade level is aligned with a general education equivalent meeting at the same time every day. This provides our students with the opportunity to be mainstreamed in any of their 4 core contents. Each curriculum is developed with an array of engaging materials and teachers are provided with professional development geared towards differentiated instruction and strategic teaching practices. Teachers also participate in intervisitation practices to

further enhance their teaching of ELLs in least restrictive environments. All students in self-contained classes are mainstreamed with their non-disabled peers in the following areas of the school day to the greatest extent possible: use of the library and computer rooms, science lab programs, talent programs, physical education program, field trips, and lunch. Some students with disabilities need to have the support of a special education teacher, a program paraprofessional, crisis paraprofessional, health paraprofessional, or an orientation mobility paraprofessional to assist them with addressing their specific needs to allow them to participate within a mainstream environment. Students with disabilities are also included in after school and Saturday programs such as: Title III, AIS services, extended day tutoring, and afterschool clubs and programs.

Courses Taught in Languages Other than English 

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

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

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

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

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

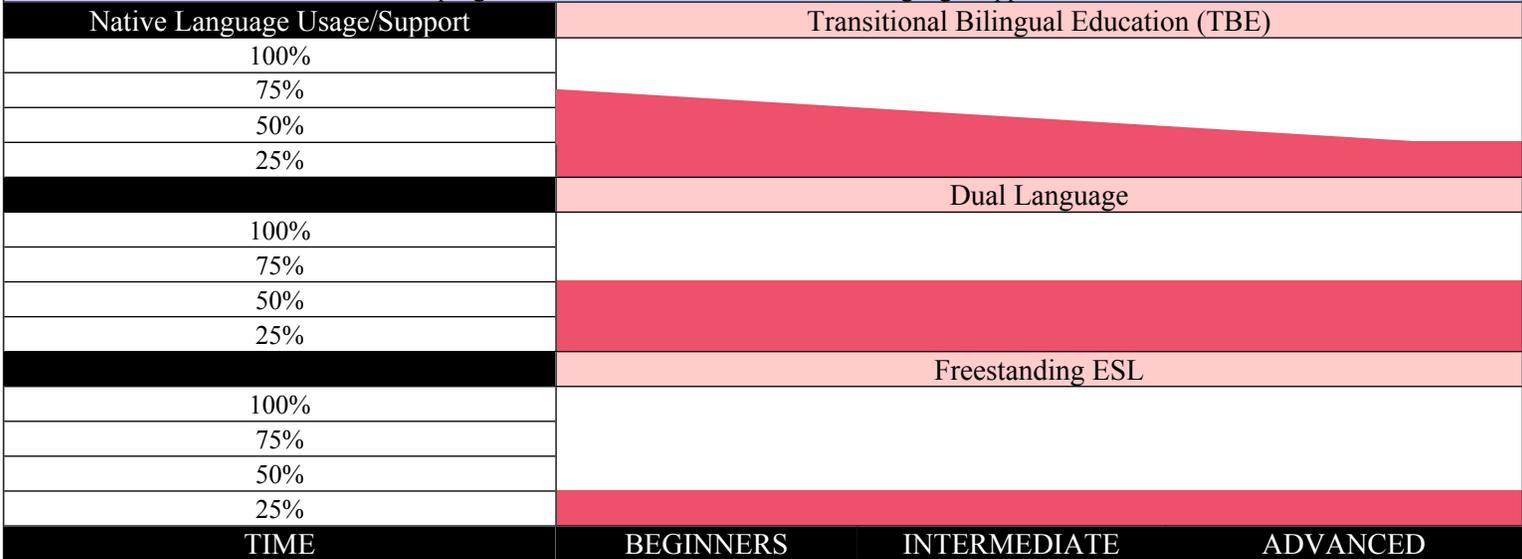
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.
- During the school day, all students are afforded the opportunity to receive three intervention sessions per week. Participating in this academic intervention is limited to students in our lowest third (school-wide), ELL's and SWD's. Teachers pull students in groups no larger than 8 students and provide intense and ongoing instructional supports that are aligned to the demands of their individual curriculum and the demonstrated needs of the students (whether they be related to a learning disability, level of language acquisition or both). We are currently using the following intervention programs during our extended day program, Monday after school program, and will be using it during our Saturday program: Achieve 3000, independent reading technology and Scantron-EdPerformance (in both math and reading). We also focus on improving reading proficiency with explicit, direct instruction in fluency, vocabulary, and comprehension. Students will read leveled, high interest literature for both academic and recreational purposes with scaffolds to afford an opportunity for ongoing development and progress. Achieve 3000 is provided to the students in English. Our science and math teachers have engaged their individual content curriculum with an approach that fosters the development of improved discourse in the classroom which incorporates and supports literacy and structured opportunities for listening, speaking and writing while building content knowledge.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Meeting the needs of these students is a responsibility of the full spectrum of administrators, teachers, and support staff at our school. Helping these English language learners realize their full potential will lead them to become individuals who are able to participate fully in our society. Up until this year, Beginner and Intermediate ELL's have received the majority of their instructional supports in a self-contained, ungraded, pull-out model. Beginner and intermediate ELL's were pulled out of their ELA classes and received ESL instruction in lieu of the ELA curriculum. This approach did not yield impressive results and after considering the needs of our changing populations (the majority of which are advanced ELL's), it was decided that they should be given every opportunity to engage in and productively struggle with the appropriate grade level curriculum (with ESL supports). The effectiveness of this program, incorporated on a full scale, will be evaluated during and at the end of the year.
11. What new programs or improvements will be considered for the upcoming school year?
- This year, our school wide focus requires teachers to support discourse in the classrooms, engaging students in discussion on and about a wide variety of topics across contents. Teachers, across classrooms and contents are being trained to support accountable talk in the classroom.
12. What programs/services for ELLs will be discontinued and why?
- We have discontinued the use of ungraded classroom instruction to address the needs of beginner and intermediate level ELL's. The data, over the past 3 years suggests that the needs of students were not being fully met in that capacity.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All of our ELLs are afforded with the opportunity to participate in ALL after school programs and supplemental services. In addition, all afterschool clubs and recreational activities are scheduled so that they do not meet at the same times that academic supports after school are offered. This presents our ELL's to participate in academic tutoring after school without the fear of having to forego extra-curricular activities sponsored by the school. ELL's are provided with the information for all programs in a timely fashion. Their parents are also invited to attend an information session. Parents are also called to be informed of other programs, such as Title III.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We provide all of our ELLs with supports through the use of Smart Board technology, Achieve 3000, a computer lab, laptop carts and iPad carts available in all classes, and guided instruction in technology are also provided to all ELL's.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- A variety of assessments are provided in the students native language including state ELA and Math exams, MOSL's in Social Studies and Science. The use of bilingual dictionaries and bilingual text in Social studies and Mathematics are provided as instructional supports to students to use in conjunction with all materials available in English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- The required services support and resources correspond to the ELLs of all age levels and grade levels. We focus on grade level according to Common Core State Standards. The materials used have been selected in accordance to our schools curriculum and

students needs. Academic supplemental services as well as instructional practices are held in accordance to each grade level. The services are then differentiated according to need and the students are regularly assessed to determine growth and movement.

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

Our new arrivals are usually enrolled in our school after the start of the school year; therefore we do not provide activities prior to the commencement of the school year. Throughout the year new ELLs are invited to an orientation and are included and invited to all school activities.

18. What language electives are offered to ELLs?

We currently do not offer language electives.

19. For schools with dual language programs:

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

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. Increasing staff effectiveness through meaningful professional development is directly correlated to student achievement. One of our school goals is to provide all staff with appropriate, differentiated, tiered professional development opportunities, throughout the year. The language development of our ELL and bilingual students has been identified as an integral aspect of our school's priority instructional focus, and as such, becomes the responsibility of all teaching personnel, as a shared goal. All professional development includes a particular and distinct attention to the needs of ELL learners. Every Wednesday afternoon from 1:30-2:40 PM, all staff participate in professional development (including teachers and paraprofessionals) activities that focus on improving instructional effectiveness across all domains with a particular focus on the needs of all learners. On Thursday afternoons from 2:20-3:10pm, grade teams meet in Inquiry planning sessions to analyze student work and strategically make decisions to tailor their instructional practices. The Danielson Framework For Teaching is also embedded in the professional development to norm the staff understanding of effective teaching practices. The secretary has attended professional training on using the reports for ELL students. Secretaries are encouraged to participate in Network or DOE training sessions. The DOE and Network provide newsletters and announcements of PD offerings and staff are encouraged to attend. Guidance Counselors attend PD workshops offered by DOE and Network. Professional development in specific literacy strategies will be provided after-school on Wednesdays by our Literacy Coach. Our network Achievement Coach will also provide PD for teachers, with an attention to meeting the needs of sub group populations.

2. Our ESL teacher has the opportunity to participate in professional development provided by the school, consultants who are contracted to support student achievement and outside opportunities offered by the city, our CFN and/or other offerings provided by educational support agencies. Our consultants through Teaching Matters and the Collins Writing program help support our ESL teachers development in strategies to increase reading and writing achievement. Our CFN provide a series of ELL PD opportunities for teachers of ELL's that focus on improving academic outcomes of ELL's. Our Educational Consultant is an experienced educator with a strong background and current expertise in bilingual and ESL education, as well as literacy. We currently have 2 peer instructional coaches who work to support all teachers and will work to support the needs of our ESL teacher in particular as she develops her capacity to modify the instructional program across contents to meet the needs of our ELL's across grades. Our ESL teacher and bilingual teachers have multiple opportunities to interface together as a cohort and with their colleagues on their respective grades, to be in sync with the expectations of the Common Core Learning Standards and school-wide Common Core curricula.

3. Our school guidance staff is highly qualified to assist our ELL students and their parents both as they transition from 5th to 6th grade and as our 8th grade students prepare to go to high school. Both transitions are addressed throughout the year by our guidance counselors. Our Student Handbook is distributed to all families at our Open House for students and their parents. Informational sessions for incoming 6th grade students and their parents are offered in the Summer to provide up-to-date details and materials about the middle school application process and selection process. Parents receive valuable information, including the dates for the City-wide Middle School Fairs. For our graduating 8th graders, parents are engaged in the Spring of the students 7th grade year and again in the Fall of their 8th grade year to discuss the alternatives available for ELL's across the city and to assist in navigating the process of the high school application. During the regular school day, the guidance counselor meet with small groups of students to discuss the procedures and processes for selecting a high school and answer any questions that arise during the application process. The counselor is available during the students' lunch period to provide additional opportunities for individual students to consult with guidance personnel. Parent workshops are provided by staff and the Parent Coordinator and include topics, such as Common Core Learning Standards, College and Career Readiness, new students' issues, as well as topics pertinent to all families.

4. The minimum 7.5 hours of ELL training (10 hours for special education teachers) in supporting ELLs as they engage in the Common Core Learning Standards is embedded in all professional development sessions, with materials that are designed to address specific ELL strategies that meet the needs of this sub group of learners. In fact, many of these strategies that work best for ELLs are also extremely effective with all students, such as Making Thinking Visible strategies and Accountable Talk. Annotating and close readings of text provide multiple exposures of repeated readings which facilitate and support students' comprehension. These are just

some of the techniques that help all teachers create learning bridges, using the known to the unknown. Professional development opportunities that focus on ELL strategies that are provided both by our Network and by the DOE are distributed to staff to add to the professional development options. Agendas and sign in sheets for all PD training that emphasizes best instructional strategies for ELLs (as per Jose P.) are filed and maintained in the Principal's office.

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?

Our school provides numerous opportunities for parents to become involved in the school. In addition to the scheduled Parent/Teacher conferences twice a year, we also use an online program called Skedula/Pupil-Path to provide families with an opportunity to continuously have access to their child's academic progress, and where they can freely communicate with any of their child's teachers at any time. The program has a translation service imbedded that allows parents who speak different languages to access the information in their native language. Progress reports are generated and sent home on the 1st and 15th of every month. Weekly communication is sent home via a folder that students back-pack and return, signed, the following day. This is used as a vehicle through which the school consistently communicates important information to our families. Parents are encouraged to come into the school building throughout the year to discuss their child's academic performance. We also have a Parents Association which provides the parents with information sessions regarding the school's culture, progress, and continuity of services. At the start of the school year, we host a curriculum night to introduce the faculty to the parents, welcome the parents and orient our families to some of the academic expectations that are required of their children. Our Parent Coordinator, Renee Oehler, holds parent workshops at least once a month to get parents involved as well as teach the parents skills. Many of our workshops and orientations are also held in the evening to allow for the parents to attend who would be unable to attend during the school hours. We use translation services offered through the NYCDOE for all languages.

The needs of the parents are evaluated through individual and group meetings/conferences with parents, surveys and the recommendations of parents throughout the school year. All parents are offered with a handout explaining all of the translation services available and the proper contact information.

The parental involvement activities such as computer classes, English Language classes, academic and parenting wellness/ home economics workshops have been created to address the needs of the parents. These programs are offered in either the native language or English on a need to need basis.

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: Pelham Academy

School DBN: 11x468

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anthony Rivera	Principal		11/1/13
Joanna Cartagena	Assistant Principal		11/1/13
Renee Oehler	Parent Coordinator		11/1/13
Claire Wallace	ESL Teacher		11/1/13
Demaris Stephenson	Parent		11/1/13
Claudia Mitchell	Teacher/Subject Area		11/1/13
	Teacher/Subject Area		11/1/13
Daniell Bertran	Coach		11/1/13
Kalyca Thomas	Coach		11/1/13
Marie Peterkin	Guidance Counselor		11/1/13
	Network Leader		11/1/13
Brenda Castano	Other <u>Related Service</u>		11/1/13
	Other		11/1/01
	Other		11/1/01
	Other		11/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x468 **School Name:** Pelham Academy

Cluster: 06 **Network:** 611

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.

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

1. Parents fill out the school's Learning Environment Survey and are supported in this through the interpretation and translation services of the Guidance Counselor and other bilingual members of the staff.
2. The increase in the number of students and families that are Spanish speaking such as the newly admitted ELLs are clear indicators of the need for translation and interpretation services in Spanish.
4. The school maintains a record of the primary language of each student and this information is maintained in ATS and on the students' emergency card.
5. As part of the school's CEP planning with the School Leadership Team, the school addresses the language assistance needs, including: regular and timely provision of translated documents through either existing resources or the Translation and Interpretation Unit, timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education; how it will provide those needs, the budgetary and staffing resources it is devoting to fulfill those needs, compliance with the notification requirements in Section VII of Chancellors' Regulation A-663.

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.

A large percentage of students from Spanish speaking households indicate to us that there is a need to provide language assistance (translation and interpretation services) in order to help our families feel comfortable and so that they will actively be involved in our school life. These findings are reported to the school community through Parent Association Meetings and School Leadership Team 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.

The school provides the following translation services:

All appropriate language versions of Department of Education documents which are distributed or electronically communicated to all including, but not limited to: registration, application, Home Language Identification Survey, standards and performance, conduct, safety, and discipline; special education and related services; and transfers and discharges. All school documents related to Student Specific Issues including but not limited to students': Health, safety, legal or disciplinary matters, and placement in any Special Education, English Language Learner or non-standard academic program. All school documents related to school meetings, events, news and announcements.

Written translation services are provided by in-house personnel, such as Parent Coordinator, bilingual teachers and the assistant principals. There are funds allocated that we use for translation services provided by the Department of Education Translation Services Unit.

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.

Oral interpretation services are provided by in-house personnel, such as Guidance Counselor, bilingual secretaries, bilingual teachers and the assistant principals. All Parent Workshops provide a bilingual staff member to translate throughout the session. Bilingual personnel, including Parent Coordinator, are available during all Open School Parent-Teacher Conferences. All Open Houses and Orientation Sessions for families provide for bilingual translation and interpretation.

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

The School will fulfill Section VII of Chancellor's Regulation A-663 by:

providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will obtain translated versions of this document, in the covered languages, through <http://schools.nyc.gov/RulesPolicies/ParentBillofRights/default.htm>.

B. The School posts a sign in each of the most prominent covered languages, indicating the availability of interpretation services. A list of staff members who are able to assist with interpretation and translation is available to all staff, including the school's safety officers. We will obtain such translated signs, in the covered language through <http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>.

C. The School's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

D. When more than 10% of the children at the school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

E. The School will inform parents of the Department's website which provides information in each of the covered languages concerning the rights of parents to translation and interpretation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Pelham Academy	DBN: 11X468
Cluster Leader: Debra Maldonado	Network Leader: Gerry Beirne
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

In addition to the existing services, Pelham Academy will provide an after school program for ELLs that is supported by Title III funds. A thorough assessment of student developmental areas reveal the need for direct instructional support, exposure to technology, and English language development, in addition to the regular school day. Students will have the opportunity to participate in activities that incorporate and help develop the four modalities: reading, writing, speaking, and listening in studying a variety of content areas such as ELA, Math, Social Studies, and Science in English, through the use of Achieve 3000.

Newcomer ELL's have a very unique experience during their first year of instruction in a second language. Their capacity to engage the major contents is significantly limited by their limited English Proficiency. ELL's scheduled to take the ELA exam for the first time this year are in need of additional instructional supports to build comprehension and fluency and also demonstrate the capacity to understand and utilize academic vocabulary. Furthermore, SIFE are at a greater risk of becoming or continuing as long-term ELLs. Our Title III program will target newcomers and those who are scheduled to take the ELA exam for the very first time. Each group will consist of 15-20 students of all proficiency levels in grades 6-8. Classes will take place Mondays and Thursday's after school from 3:10pm-4:10pm and during an AM program before school begins from December 17, 2012- June 17, 2013. The Supervisor is Mrs. Joanna Cartagena (Assistant Principal) and the number of teachers participating will be 5 (2 ESL certified, 3 content area teachers with Bilingual extensions). During this program for ELLs, students will have access to computers through the use of Achieve 3000 as well as small group opportunities to engage in activities related to all content areas, since the program consists of articles related to all content areas; these small group opportunities will allow students to discuss the articles generated by Achieve 3000 (literacy through the content area). This after school program will support academic subjects and linguistic development that validates and respects the students' right to actively participate in their own and each other's academic subjects.

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

Part C: Professional Development

- name of provider

Begin description here:

Rationale: To provide content specialists and special education instructors with training on the implementation of instructional strategies that have proved effective with the ESL population.

Teachers to Receive Training: All teachers will receive training except for our 2 certified ESL instructors who will be providing the professional development

Schedule and Duration: The sessions will be delivered during our Wednesday afternoon faculty conference/professional development sessions which last approximately 80 minutes. The sessions are tentatively scheduled for 1/23/12, 2/20/12, 3/20/12 and 5/15/12.

Topics to be covered include: Establishing an effective co-teaching model, vocabulary acquisition for ELL's, development of academic vocabulary.

Providers: Claire Wallace, Certified ESL Instructor and Vicky Machado, Certified ESL Instructor

Rationale: Our network ELL Support Specialist, Randy Soderman, will also engage in a thorough evaluation of our ELL instructional program and identify areas of development to be addressed through PD to be identified based on need.

Teachers to Receive Training: All

Schedule and duration/ Topics to be covered/ Providers: Ms. Randy Soderman (Network ELL Achievement Specialist) was at the school 11/5/2012 and 12/10/2012, she will return on 1/16/2012, and at least 3 more dates TBD. In her November visit, we reviewed the AMAO estimator and identified instructional targets, in her 12/10 visit we conducted an instructional walkthrough and debriefed our findings to identify professional development needs to be addressed on January 16, 2012 during a co-facilitated PD session to be offered to the entire staff. In each of her first three sessions, Ms. Soderman was at the school for 2 hours. On January 16, 2012, she will spend the entire day at the school.

Rationale: Teacher/facilitators of the Achieve 3000 computer based program receive training on how to use the program with students, how to monitor progress, how to create and align units of study and how to use the data from the system to inform instructional targets.

Teachers Receiving Training: Vicky Machado, Certified ESL Instructor, Claire Wallace, Certified ESL Instructor, Katrina Holmes, Mona Parkinson, Brenda Castano, Certified Special Education Teachers (servicing ELL's with IEP's)

Schedule For Training/Topics to be Covered/ Providers: On September 4, 2012, all 5 teachers participating in the afterschool program were provided with professional development (delivered by Troy Akiyama of Achieve 3000) for the use of Achieve 3000, to support their English Language Learners,

Part C: Professional Development

with a full day training with an Achieve 3000 program supervisor before beginning the program. ELL After School Program teachers will also receive training in the use of academic content-based materials to support the implementation of the after school programs. The additional training dates are 10/18/2012 and two additional dates TBD.

Rationale: To help develop the writing capacity of our ELL's, we have engaged the support of a writing consultant from the Collins Writing Program. With his help, teachers have identified gaps in student writing and have developed instructional targets to focus on over the course of the year.

Teachers Receiving Training: All

Schedule/ Duration: Our writing consultant was scheduled to return to our school on October 28-29 but had to be rescheduled due to Hurricane Sandy. That session has been rescheduled for January 23-24, 2013. Each day that he visits, he spends the entire day with our staff: observing, modeling and conferencing with teachers. He will spend an additional 4 days with us before the end of the school year. Those dates are to be determined.

Topics to be covered: include determining strategic instructional targets for students in grades 6-8, explicit instruction of selected writing targets, meeting the expectations of the common core writing standards, conferencing, using the poetry reflection notebook, TBD.

Providers: Henry Dembowski, Writing Consultant

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:

Rationale: Families of ELL's are at an inherent disadvantage when deciding how best to support their children. In response, Pelha Academy will offer a series of workshops intended to help families answer the question "How Can I Help My Child Succeed".

Schedule and Duration: The workshops will be hosted during and afterschool, lasting anywhere from 30-90 minutes (depending on the topics covered, number of participants and needs of the families in attendance). Tentative dates for the workshops are: 1/11/13, 2/8/13, 3/8/13, 4/12/13 & 5/10/13. Determination of what topics will be covered on what days will be established as a result of a parent survey to be initiated by our parent coordinator and ESL instructors.

Name of Providers: ESL instructors, Vicky Machado and Claire Wallace, Parent Coordinator, Alfredo

Part D: Parental Engagement Activities

Conde, Guidance Counselor, Marco Pardo and Bilingual Social Worker Vabessa Velez

Topics to be covered: Academic supports at home, supports and resources available in the community, understanding and preparing for college readiness and how that impacts ELL's, the High School Articulation process.

Parents will be notified via direct mail, backpacking of notice and telephone calls home. In addition, students will be offered the chance to win small incentives if their families attend.

Part E: Budget

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

Allocation Amount: \$

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

