Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: PELHAM PREPARATORY ACADEMY

DBN (*i.e. 01M001*): 11X542

Principal: CARLOS SANTIAGO

Principal Email: CSANTIAGO@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: BARBARA GAMBINO

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
Carlos Santiago	*Principal or Designee	
Frances Esposito	*UFT Chapter Leader or Designee	
Amy Perez	*PA/PTA President or Designated Co-President	
Theresa Garcia	DC 37 Representative, if applicable	
Mikhala Baker-Williams	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Kimberlee Davidson	Member/ CSA	
Debrah Tinelli	Member/ Parent	
Edith Cuevas	Member/ PA Vice President/parent	
Gerda Joseph	Member/ Parent	
Linda Woods	Member/ Co-President/parent	
Andrea Cuevas	Member/ Student	
Juanita Beltran	Member/ Parent	
Nancy Scotto	Member/ UFT	
Kerry Campbell	Member/ CSA	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.
We will create a professional development program aimed at implementing Common Core Learning Standards in the classroom so as to build students' writing abilities to improve overall student performance on the Global Studies Thematic Essay by 11%, from an average score of 1.8 to 2.0 in the 2013-2014 school year.

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.
Our '10-'11 academic year Quality Review report recommended we "Implement a year-long professional development plan with long-term impact tightly aligned to school-wide goals and ensures improved teacher practices and student outcomes". Therefore, the goal of our school is to focus on literacy and improving students' writing skills. By working with the English and Social Studies teachers together, our professional development is aimed at implementing Common Core Learning Standards, the Citywide Instructional Expectations, and at students being able to apply their writing skills to the Global Studies thematic essay. Last year, our students averaged a score of 1.81 out of 5 on the thematic essays. This is clearly an area of needed improvement.

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
Inquiry teams, composed of teachers, administration and guidance staff, will work to gather data through ARIS, Datacation (an online grading and communication system with accounts for parents, students and staff), scholarship reports, ATS item analysis for Global Regents exam, and student work samples (thematic essay and DBQs). This data will enable pedagogical staff to individualize the instruction for our students as well as provide early intervention to improve student performance on the Global Regents Exam's thematic essay. **Professional development will be adapted to meet the needs of individual teachers aimed at improving student performance based on a cycle of inquiry, adaptation of curriculum and instruction, and monitoring.** **Additional instruction will be provided via tutoring, and a Global Regents Prep course. These services will be offered by each teacher on staff, as well as by the GEAR UP Program (sponsored by Lehman College) and The TRIO Program (sponsored by Lehman College).** **The PBIS (Positive Behavior Intervention and Support) program will focus on rewarding students for achieving academic success. The goal of the program will be to encourage and motivate students to perform at higher levels academically while providing incentives for them. In this case, students will be rewarded for improvement on their thematic essays.** **All pedagogical staff will be involved in this process. Support staff will assist in running the PBIS program, ongoing communication with parents, and maintaining of records. Lehman College personnel working with the GEAR UP and TRIO programs will also assist through their tutoring programs and additional courses offered. Intensive PD on the implementation of Common Core Learning Standards will be provided to our pedagogical staff.**
B. Key personnel and other resources used to implement each strategy/activity
1. Administrators, Pedagogical staff, Network staff, NYCDOE Professional Development Opportunities, Lehman College GEAR UP Staff, Lehman College TRIO staff
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Progress will be tracked by way of student performance in the Global History courses (report card grades), and scores on formative assessments within the Global

History classes.

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

1. Work to realize this goal will begin in September and will culminate with the administration of the June Regents in June.

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

1. After school and Saturday Academies, tutoring, and a Global Literacy course will be built into the school's schedule/program to allow students access to all available resources.
2. Professional development and Inquiry work will take place during Common Planning Time, PD Conferences and Chancellor's Conference Days.

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).

- **Datacation (an online grading and communication system) will allow for communication between staff and parents, as well as provide parents with access to data on student progress in Global History.**
- **Grade level workshops with parents will be held to discuss credit accumulation, progress to graduation, and Regents Exam requirements, including strategies on how to assist and support students at home. Workshops will also provide parents with materials and training to help them assist their children to improve their achievement level, e.g., literacy, math and use of technology.**
- **fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;**
- **sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;**
- **providing assistance to parents in understanding City, State and Federal standards and assessments;**
- **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;**
- **conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;**
- **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 parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;**

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**	**X**	**Grants**

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.

There will be a 3% percent increase of students in the lowest third earning 10+ credits in the 3rd year from 45.5% to 48.5% in the 2013-14 school-year.

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.

The 2012-2013 Progress Report indicated that 45.5% of our students in the lowest third in the 3rd year earned 10+ credits. Students need ten or more credits per year in order to accumulate the amount of credits needed to graduate high school.

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

Inquiry teams composed of teachers, administration and guidance staff will work to gather data through ARIS, Datacation (an online grading and communication system with accounts for parents, students and staff), scholarship reports and student work samples. This data will enable pedagogical staff to individualize the instruction for our students as well as provide early intervention to ensure that students are on track and making progress to earn the 10+ credits.

Additional instruction will be provided via tutoring, StudyIsland (an online enrichment and tutorial program accessible via any internet enabled device) and Regents Prep courses. These services will be offered by each teacher on staff, through Peer Tutoring, and mentoring as well as by the GEAR UP Program (sponsored by Lehman College) and The TRIO Program (also sponsored by Lehman College).

The PBIS (Positive Behavior Intervention and Support) program will focus on rewarding students for achieving academic success. The goal of the program will be to encourage and motivate students to perform at higher levels academically while providing incentives for them.

Our probation sheet program will allow for monitoring of student progress on a daily basis, while maintaining communication with parents. Students will carry a probation sheet, which they will have signed by every teacher indicating their daily progress. The sheet is taken home, signed by a parent and returned to the guidance office.

All pedagogical staff will be involved in this process. Support staff will assist in running the PBIS program, ongoing communication with parents, and maintaining of records. Lehman College personnel working with the GEAR UP and TRIO programs will also assist both in and out of the classroo

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

1. Administrators, Pedagogical staff, Network staff, NYCDOE Professional Development Opportunities, Lehman College GEAR UP Staff, Lehman College TRIO staff, School-based Support staff

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

1. Marking period report grades will be used as monitors to evaluate and track progress leading to accumulation of credits.

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

1. September – June

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

1. After School and Saturday Academies will be created to allow students access to available resources.
2. Professional development and Inquiry work will take place during Common Planning Time, PD Conferences and Chancellor's Conference Days.

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).

- **Datacation (an online grading and communication system) will allow for communication between staff and parents, as well as provide parents with access to data on student progress in accumulation of credits.**
- **Grade level workshops with parents will be held to discuss credit accumulation, progress to graduation, and Regents Exam requirements, including strategies on how to assist and support students at home.**

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**	**X**	**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.
Increase attendance rate for seniors by .5% from 89.5% to 90% for the 2013-2014 school-year.

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 we were able to achieve our goal of surpassing 90% attendance during the 2012-2013 school year, the 12th grade had an end of year attendance rate of 89.5%. Therefore, the goal is to increase the attendance rate for Seniors to 90%, or better. On the 2012-2013 Progress Report, the school received 3.45 points out of a possible 5 points for attendance. Increasing the Senior (12th grade) attendance rate will result in a higher score in the School Environment category.

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
Attendance will be integrated into the PBIS (Positive Behavior and Intervention and Support) program providing incentives for students to have excellent attendance. The objective of the PBIS program is to draw attention to and reward the positive behaviors exhibited by students rather than focus on the negative behaviors and actions of a select few. The school's attendance rate will be announced daily during morning announcements. Classes with perfect attendance will also be recognized and rewarded accordingly. **Intervention strategies, led by the efforts of the Attendance Team, including conferencing with students and/or parents, peer mentoring, counseling and conduct/probation sheets will be utilized to improve the attendance of identified students/subgroups with attendance issues.** **All staff including pedagogical staff, office support staff and security personnel will be involved in the development, implementation and adaptation of the PBIS program. Guidance, pedagogical staff as well as administration will be involved in conferencing and other intervention strategies.** **The PBIS store will allow students to use the "money" (school produced currency) earned through positive behaviors, including excellent attendance records, to purchase items, such as drinks, snacks, supplies, memorabilia and other rewards.** **Attendance taking procedures will be adhered to and monitored to ensure that accurate attendance is being recorded.** **Attendance rates will be monitored daily. Particular attention will be given to identified individuals and subgroups needing intervention.**
B. Key personnel and other resources used to implement each strategy/activity
1. Administrators, Pedagogical Staff, Guidance Staff including Social Worker, Attendance team, Parent Teacher Association
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Weekly attendance rates will indicate progress and will be displayed on a bulletin near the main office for all to see. Attendance rates will be updated daily.
D. Timeline for implementation and completion including start and end dates
1. September – June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Attendance team will meet formally on a weekly basis analyze data and adjust interventions as needed. Service students will maintain the attendance rate display as well as include pertinent information on the school's morning announcements.

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).

- **The attendance team will lead the efforts to identify attendance issues/concerns and intervene in order to maintain student attendance at 90% or better. The team will meet weekly and assist pedagogical staff in contacting parents, conferencing with students and monitoring progress.**
- **Datacation (an online grading and communication system) will allow for communication between staff and parents, as well as provide parents with access to data on student progress in Global History.**
- **Grade level workshops with parents will be held to discuss credit accumulation, progress to graduation, and Regents Exam requirements, including strategies on how to assist and support students at home.**

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	X	Grants

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

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**
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	➢ Summer-bridge program for incoming 9th graders (small group) ➢ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➢ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➢ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday in the spring ➢ Elective courses: Global Literacy, US History Literacy and Writing & Research	Tutoring in both small and large groups, peer tutoring	During the day, after school and on Saturdays
Mathematics	➢ Summer-bridge program for incoming 9th graders (small group) ➢ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➢ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program	Tutoring in both small and large groups, peer tutoring	During the day, after school and on Saturdays

	➢ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday in the spring ➢ Web-based educational resources such as Study Island		
Science	➢ Summer-bridge program for incoming 9th graders (small group) ➢ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➢ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➢ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday in the spring ➢ Web-based educational resources such as Study Island	Tutoring in both small and large groups, peer tutoring	During the day, after school and on Saturdays
Social Studies	➢ Summer-bridge program for incoming 9th graders (small group) ➢ GEAR-UP Program through Lehman College provides whole group Regents Prep tutoring after school and SAT Prep on Saturdays in the spring ➢ TRIO Program and the D.Y.C.D. provides small group and one-to-one, after-school homework help as well as elective courses during the Saturday program ➢ Small group and one-to-one teacher tutoring provided before or after schools and on Saturday	Tutoring in both small and large groups, peer tutoring	During the day, after school and on Saturdays

	in the spring ➢ Web-based educational resources such as Study Island ➢ Elective courses including Global Literacy, US Literacy and Writing & Research, Study Island (online tutoring/enrichment software)		
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Individual and group counseling, PBIS (Positive Behavior Intervention & Support) program	Small and large group counseling sessions	During the day, and after school

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.
To attract the best teachers, we attend hiring fairs organized by the DOE. We also recruit staff members through the Teaching Fellowes, online postings via NewVisions.Org and the DOE website, teacher education programs from local colleges and universities as well as through the Open Market system. We also actively maintain a database of teachers' resumes and referrals with which to cull new candidates. Teachers are interviewed initially by the school's administrators, and then by our interviewing committee. **Candidates are then invited to perform a series of demonstration lessons to ensure we are getting the highest-quality teachers available.** **All our teachers are highly qualified staff. We provide extensive professional development through in-house activities, training provided by our own administrators, teacher leaders, through outside organizations including our CFN, local colleges/universities, and private organizations.** **On-going professional development is critical to the success of our school as it is the tool to ensure that our staff is highly qualified. It is focused on the knowledge and skills related to the development and implementation of school programs and policies, educational pedagogy, and innovative instructional strategies to help students achieve higher standards. Such discourse takes place during common planning time (inquiry team) meetings, and monthly professional development days. Professional development is facilitated by internal staff members, our Children's First Network (#603) and other external organizations. The University of Vermont, our lead partner, provides a liaison which conducts workshops for staff and students relating to Early College Awareness. The University of Vermont and Jet Blue Airlines, our significant second partner, have provided staff development on the University campus.** **Professional development is also offered to teachers in more technological areas, such as SmartBoard training, basic/intermediate and advanced computer skills, and the use of other online resources including TeacherEase (an online grading software) and StudyIsland (an online assessment/tutorial software).**

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).
Professional development is individualized to meet the needs of all staff members including Administrators, Guidance Staff, Secretarial staff, Pedagogical staff and other support staff. Weekly professional development meetings are held during common planning time. The focus is on implementing Common Core and the Citywide Instructional Expectations. Professional Development opportunities are also offered through the New Visions Organization, DOE, CFES (College For Every Student), outside organizations, school administrators, and teacher leaders.

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.).

Funds are set aside in the budget and utilized as directed when needed to meet the needs they are intended for. This includes funds, such as monies provided for Students In Temporary Housing.

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.
Instructional decisions regarding the use of assessments and professional development opportunities are made in collaboration with teachers during conferencing time.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Documents regarding services and informative documents aimed at improving student progress and performance will be translated to the language of the students being serviced. Staff members with fluent in the parent/student's target language will assist in communicating with the parent/student.

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).
Additional services will be provided in the form of translation services and additional instructional time to meet the needs of students and families not able to communicate effectively in English.

Pelham Preparatory Academy

Parent Involvement Policy (PIP)

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;

Pelham Preparatory Academy

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:

- giving parents access to PupilPath, an online grading and communication application/website
- 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 542
School Name Pelham Preparatory Academy		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Carlos Santiago	Assistant Principal Kimberlee Davidson
Coach type here	Coach type here
ESL Teacher Virna Feliciano	Guidance Counselor Joshua Javer, Carolina Leroy
Teacher/Subject Area Sean Chapel	Parent Shariful Islam
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Frances Esposito	Other type here
Network Leader(Only if working with the LAP team) Barbara Gambino	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not 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	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not 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)	481	Total number of ELLs	11	ELLs as share of total student population (%)	2.29%

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☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										6	1	0	4	11
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	6	1	0	4	11

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	**Newcomers (ELLs receiving service 0-3 years)**	3	**ELL Students with Disabilities**	8
SIFE	0	**ELLs receiving service 4-6 years**	3	**Long-Term (completed 6+ years)**	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	0	1	3	0	2	5	0	5	11
Total	3	0	1	3	0	2	5	0	5	11
Number of ELLs who have an alternate placement paraprofessional:										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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										5	1	0	3	**9**
Chinese														**0**
Russian														**0**
Bengali										0	0	0	1	**1**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other										1	0	0	0	**1**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**6**	**1**	**0**	**4**	**11**

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Beginner(B)										1	0	0	0	**1**

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	3		1	
Geometry	2		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2			
Living Environment	1		1	
Physics				
Global History and	2			
Geography				
US History and	4		3	
Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   The school uses data from ARIS, NYSESLAT results, Regents Tests results, and NYC Performance Test to assess literacy skills of the ELLs.
   The data provide the levels and proficiency of the ELLs in the four modalitities and in different content areas. This information will help
   all teachers to focus on the skills needed by ELL students to become more proficient in all modalities.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   NYSESLAT and LAB-R data reveal that most students score higher in the listening and speaking modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Based on the data, instruction for ELLs will be more focused on strengthening the students' reading and writing skills.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs.*)
   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   The native language of each ELL is used when necessary. For example, students taking state assessments, such as RCTs and/or Regents
   receive instructional preparation utilizing the tests in both langauges (English and the native language). Glossaries are provided in the
   student's native language to assist during daily activities.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   School leadership and teachers are constantly monitoring the progress of theELL students to meet their needs. Parents, students and staff meet periodically to review the student's progress and adapt the instructional program to maximize student achievement.

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.)
Parents of students who enroll in the NYC school system for the first time are asked to complete the Home Language Identification Survey (HLIS) that is administered by the ESL teacher, Ms. Virna Feliciano, or by a trained pedagogue. On the HLIS, if parents indicate a language other than English, the ESL coordinator along with trained staff conducts an informal interview with the parent and the student to determine the student's home language and former level of education. If there is no member on staff that speaks the language of the parent, a translator is sought to assist in communicating with the parent. The ESL coordinator then admisnisters the LAB-R, and the Spanish Lab as needed. The teacher handscores the student answer document to determine the student's level of Enlgish proficiency.

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.
Following the LAB-R, the ESL coordinator and/or trained staff conduct a parent orientation during which the video describing the three programs offered by NYCDOE are shown (Transitional Bilingual Education-TBE, dual language, Freestanding ESL). Parents then complete and sign the Parent Survey and Program Selection Form. If parents select TBE, their names will be added to a list of parents requesting TBE. When a list has 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12 for high school, all speaking the same native language, the school will create a bilingual program, as per CR Part 154.

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].)
Initially, the school mails and also backpacks the survey and the Selection Form letters to parents. At the same time, the ESL teacher, along with the assitance of office support staff, contacts parents and sets up appointments with parents. Parents are given a brief workshop on making a selection.
The survey and the Seletion Form letters are filed in student files by guidance department. A copy is also maintained by the Assistant Principal supervising the ESL program.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Based on the parent Program Selection Form and the student's hand-scored LAB- R results, the student is appropriately placed within 10 days of enrollment. Entitlement letter and placement letters are sent to the parent. The parent oritentation is ongoing to ensure student placement within 10 days of enrollment. All communications, forms, letters are presented in English as well as the student's home language.

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.
In the spring of every academic year, every ELL student is administered the NYSESLAT. Based on the modalities (scores) for each child, instruction is adapted to best meet the needs of each individual.

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.
To date, 100% of the parents of ELL students have opted to enroll their children in the ESL program provided by the school. To ensure academic rigor for all ELL students, the ELL program in the school is aligned with ESL standards and the Common Core Learning Standards.

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])?

    We offer a freestanding ESL program. The ELLs are scheduled for ESL instruction heterogeneously during one period each day. The students are then grouped homogeneously for additional period based on their proficiency level.
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)?

    All ELLs receive the mandated minutes of ESL instruction for each proficiency level. Beginning ELLs receive 540 minutes, Intermediate ELLs receive 360 minutes and Advanced ELLs receive 180 minutes ESL and 180 minutes ELA instruction. The ages and grade levels of ELLs are taken into consideration by the ESL teacher, guidance, and administration when deciding placement and services along with the intructional/learning needs of each indivual student.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

    The ESL teacher collaborates with the content area teachers to plan lessons and share ESL strategies. They work together to find ways of scaffolding and reinforcing content to make it more comprehensible to ELLs. The teachers focus on explicit vocabulary building and developing domain specific language in order to meet the demands of the Common Core Learning Standards.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

    Native Language support (translated text, bilingual dictionaries, buddy system) is provided in all subject areas to increase student comprehension. In addition, the ESL teacher provides one-on-one tutoring during the school day as well as after school, as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    The ESL teacher is continuously evaluating all four modalities of English acquisition in everyday instruction. Teachers provide instruction using different material utilizing speaking, reading, writing , and reading skills in order to ensure progress is being measured in four modalities.
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).

To differentiate instruction, the ESL teacher and content area teachers review the NYSESLAT, ARIS data, as well as student work to assess student progress.

a. SIFE students are invited to attend one-on-one tutoring during the school day as well as after school. Native language support is provided to strengthen literacy in their home language. The ESL teacher works on explicit academic vocabulary building. Guidance counselors work with SIFE students to support their social-emotional progress. SIFE students also develop higher order thinking skills through sorting, analyzing, synthesizing reading passages appropriate to their comprehension level. The students' progress is evaluated regularly to determine appropriate interventions.

b. Newcomers receive one-on-one tutoring with the ESL teacher during and/or after school day. Content area teachers also provide small group instruction to support newcomers in vocabulary building, reading comprehension, study skills, organization skills, notetaking strategies, building listening and speaking skills, in addition to social skills.

c. While ELLs receiving 4-6 years of service are typically fluent in their social language, they need additional support in developing their cognitive academic language proficiency. To motivate this group of ELLs , we utilize the Smartboard, audio/visual materials, presentations, field trips, and small group work. Content-area teachers are encouraged to pair ELLs with high achieving English-speaking students. Glossaries are also available to ELLs. There are also targeted intervention programs for ELLs in ELA, Math, and other content areas. Students are offered additional tutoring before, and/or after school. Assistance is provided in the student's native language where necessary.

d. Long-term ELLs receive personalized attention from all teachers to address their particular learning styles. Teachers focus on vocabulary building, test preparation, note-taking skills, study skills, and synthesizing ideas to support the long-term ELLs. Counselors provided career guidance.

e. After an ELL has tested out of ESL via the NYSESLAT, the ESL teacher remains an ongoing communication with each student to monitor the student's progress and ensure that services needed are being provided. Students are still offered additional tutoring. Students are still provided with glossaries and their testing modifications in all classes for two years.

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?

ELL-SWDs are served as per their IEP. In all content area classes including SETSS, content is being reinforced across the curriculum throughout the day as teachers strategically co-plan and provide all mandated testing accommodations in order to accelerate English language development.

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?

In order to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, former special class 15:1 ELLs are placed in an ICT setting with a push-in ESL pedagogue. Also, students with IEPs receiving SETSS are programmed for ESL with madated push-in related-services speech-therapist once a week according to their IEP. We utilize all resources that are offered in order to allow in the most flexibility in scheduling and setting.

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:				

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				
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL

100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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.
   The targeted ELL subgroup is all ELL students whose NYSESLAT test scores did not show or showed little improvement in the reading
   and writing modalities. There are also students who take Regents Exams repeatedly and have trouble attaining passing scores. ESL and content area teachers work collaboratively to ensure progress.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    The ELL program focuses on helping students gain/improve skills they need to be successful in their content area classes. The program supports the academic needs of the ELL students.
11. What new programs or improvements will be considered for the upcoming school year?
    Instructions will continue to be more aligned with the Common Core Learning Standards with the focus on supporting ELLs as they develop domain specific language in their content area classes.
12. What programs/services for ELLs will be discontinued and why?
    N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are invited to join in afterschool activities, tutoring programs, sports teams, field trips to performances, and visits to colleges.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    The ESL teacher has access to rooms with Smartboards, online programs including Datacation/Skedula, StudyIsland and Quia web. These allow the teacher to provide students with audio/video pieces, as well as to implement interactive experiences through games, and other activities via the internet. Library and reference materials are also provided in the classroom. Books and other textbooks used in class are determined based on the particular needs of the ELL population
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    In the freestanding ESL classand in all content area classes, students are provided maximum native language support. Materials include: bilingual dictionaries, translated texts, glossaries, and exams in their native language if applicable. Students are instructed on dictionary skills and are encouraged to utilize them.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    Required services correspond to ELLs' ages and grade levels because grade and age appropriate materials are provided and used. Students are exposed to resources that will prepare them for college and career readiness and life after high school.
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.
    Prior to entry to the school, incoming 9th grade ELLs are offered a seat in the Bridge Program. This program helps incoming freshmen to have a smooth transition from middle school to high school. If possible, students entering the upper level grades (10-12) are offered seats in summer school, if necessary, prior to their start at the school. Newly enrolled ELLs who come into the school throughout the school year are offered support through mentoring system.
18. What language electives are offered to ELLs?
    Spanish Language classes are offered to ELLs.
19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

    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.

Assistant Principals, teachers and other staff members working with ELLs receive an individualized professional development program tailored to their specific needs in providing services and assistance to ELLs. Proffesional development is provided by the Network, BETAC, OELL, as well as by other providers and consultants. Common planning time is also held every week for all staff to discuss about strategies/plans to help students meet the Common Core Learning Standards.

The ESL teacher regularly meets with general content teachers and guidance to discuss ways of addressing the needs and progress of ELLs.

All teachers are offered opportunities to attend workshops offered by BETAC and OELL. Support staff from the Network periodically come to school to give ELL training.

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?

To ensure parent involvement, we communicate with the parents of ELLs regularly. This involves the ESL teacher, content area teachers, guidance counselors, assistant principals, attendance teacher, and office staff. Parents are offered with workshops aimed at providing services they need as parents of ELLs. Parents also come in regularly to conference with guidance, administration and teachers regarding student progress. These conferences allow us to survey parents and address their ongoing needs. Translation services are provided by staff members. If the native language is not spoken by someone on staff, translation services are sought from NYC DOE provider. Parents are informed of any workshops offered by the DOE and/or other community-based organization.

Parents are welcomed to our school through the initial parent orientation, and a minimum of two parent meetings a year. In addition, parents are invited to attend Parent Association Meetings. Parents are also given a choice about their preferred language of communication. All parent concerns and needs are addressed promptly.

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 Preparatory Academy	**School DBN:** 11X542

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carlos Santiago	Principal		1/1/01
Kimberlee Davisdson	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Virna Feliciano	ESL Teacher		1/1/01
Shariful Islam	Parent		1/1/01
Sean Chapel	Teacher/Subject Area		1/1/01
Frances Esposito	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joshua Javer	Guidance Counselor		1/1/01
Barbara Gambino	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11X542 **School Name:** Pelham Preparatory Academy

Cluster: _____ **Network:** 562

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

Part A: Needs Assessment Findings

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

The school determines the primary language spoken by the parents/guardians of each student enrolled in the school. Furthermore, during the intake process, all parents of newcomers to the NYCDOE are given a Home Language Identification Survey to complete. This form helps us to identify which language is predominately spoken at home by parents/guardians, in what language they prefer to receive written information from the school and in what language they prefer to communicate orally with school staff. Parents/guardians are interviewed by trained/qualified staff at this time in order to determine their primary home language. Parents/guardians also complete a student emergency card where they indicate their preferred written and oral language. The family assistant periodically surveys and tracks parents/guardians language needs and updates pertinent information on ATS and runs a Home Language Report.
The Language Identification Tool is posted to aid parents/guardians or any visitor who comes to the school so they can indicate which language they speak and whether they require any interpretation services.

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

All surveys and cards are reviewed and analyzed in order to determine the needs of parents/guardians. The family assistant runs the Home Language Report in ATS in order to report findings to the school community. This year's findings indicate that English is the predominate language and Spanish is the second most widely used language. There are fourteen other languages listed on the Home Langauge Report in addition to these two languages.

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's bilingual administrator, social worker, guidance counselor and licensed Spanish teachers provide written translation services. In addition, translated documents provided by the NYCDOE in a variety of languages are utilized in order to meet the needs of parents/guardians.Translated signs, in the covered languages, are available at http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm.
The internet is also utilized to translate documents for parents/guardians in their native language.

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.

The school's bilingual administrator, social worker, guidance counselor, licensed Spanish teachers, bilingual staff members and parent members of the School Leadership Team and Parent Association provide oral interpretation services in order to meet the needs of parents/guardians. The Department's Translation and Interpretation Unit is utilized to provide oral translation services for parents/guardians in their native language. The internet is also utilized and inquiries can be addressed to translations@schools.nyc.gov and http://www.nyc.gov/schools/offices/translation.

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.

Section VII of Chancellor’s Regulations A-663 regarding parental notification will be fulfilled by ensuring the determination of the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language assistance in order to communicate effectively with the Department. The school will provide translation and interpretation services to all parent/guardians who require language assistance in order to communicate effectively with the department. The school maintains an appropriate and current record of the primary language of each parent. This information is maintained in ATS, on the student emergency card and Parent/Guardian Home Language Identification Survey if applicable. The school will utilize (and post where applicable) the documents/required notifications translated by The Translation and Interpretation Unit and provide parents/guardians with such documents/required notifications. When necessary, the school will utilize The Department's Translation and Interpretation Unit to provide interpretation services.