

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001): **11x542**

School Name: **PELHAM PREPARATORY ACADEMY**

Principal: **CARLOS SANTIAGO**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 11X542
School Type: High School Grades Served: 9-12
School Address: 925 Astor Avenue; Bronx, NY 10469
Phone Number: 718-944-3601 Fax: 718-944-3479
School Contact Person: Carlos Santiago Email Address: CSantiago@schools.nyc.gov
Principal: Carlos Santiago
UFT Chapter Leader: Virna Feliciano
Parents' Association President: Rita Oviedo
SLT Chairperson: Carlos Santiago
Student Representative(s): Lauren Woods

District Information

District: 11 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza
Superintendent's Email Address: CStaple@schools.nyc.gov
Phone Number: 718741-5852 Fax: _____

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 562 Network Leader: Barbara Gambino

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carlos Santiago	*Principal or Designee	
Virna Feliciano	*UFT Chapter Leader or Designee	
Rita Oviedo	*PA/PTA President or Designated Co-President	
Theresa Garcia	DC 37 Representative, if applicable	
Lauren Woods	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Linda Woods	Member/ Parent	
Gerda Joseph	Member/ Parent	
Debra Tinelli	Member/ Parent	
Adrian Pastor	Member/Student Representative	
Daisy Martinez	Member/Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1.

Pelham Preparatory Academy's Mission Statement:

Pelham Prep is the High School with a College View. The Mission of Pelham Preparatory Academy is to implement academically rigorous curricula that meet and exceed national, state, and city standards, while nurturing student potential in a caring, engaging and safe environment. We strive to prepare our students with academic, technical and social skills to better serve our nation and the world in the 21st Century. Our student-centered learning community will empower students not only to become life-long learners, but also life-long leaders in their communities and the world. Mutual respect, understanding, value for community and a quest for knowledge will serve as guiding principles for our students whose common goals include four year graduation, college acceptance, and preparedness for careers beyond college. Seamless transitions will be fostered through our strong partnerships with The University of Vermont, College for Every Student (CFES), Lehman College, and Monroe College. All members of the Pelham Prep Community, including parents, will be collegial stakeholders in this quest. All will be equally accountable for the development of our culture and the realization of our goals.

Pelham Preparatory Academy was established in 2002 under the auspices of the New Century High School Initiative by New Visions for Public Schools and The Bill and Melinda Gates Foundation in conjunction with the New York City Department of Education. In alignment with the school's mission statement, Pelham Preparatory Academy was founded on the belief that all students will not only graduate high school with the necessary requirements to be admitted in to college, but also excel in order to surpass academic standards in the educational setting. Pelham Preparatory Academy continues to foster and develop this belief by supporting the many individual needs of the entire student body.

Many of the Pelham Preparatory Academy students are children of immigrants or are immigrants themselves. Over 62% of our students receive free or reduced lunch as they come from economically disadvantaged environments. Most will be the first in their families to attend college. A large percentage live in single-parent, female headed households.

As stated, Pelham Preparatory Academy enjoys strong partnerships with post-secondary institutions, notably the University of Vermont and Lehman College. The University of Vermont is unique as it includes a four-year comprehensive college-prep program, starting with freshmen and finishing with qualified seniors, who intend to matriculate at the University after high school. Students in this program enjoy enhanced financial aid and scholarship opportunities, as well as a support system unique to the partnership. Current students are exposed to the university through numerous workshops conducted at Pelham Preparatory Academy by the admission staff at the University of Vermont as well as some having the opportunity to visit the university free of charge. In addition to our collaboration with the University of Vermont, we enjoy a strong partnership with the College for Every Student (CFES) program. CFES provides unique support as our students explore their three key principles: Pathways to College, Mentoring, and Leadership through Service. These principles consistently show up throughout our school activities, community service projects, college advisement, and most importantly, in the classroom setting.

2.

Our School strengths reside in our school motto, “The High School with a College View”. We are a college preparatory institution. We specifically program our students around the model of college readiness in terms of offering students four years of math and four years of science courses. We have several Advanced Placement classes for qualified students, as well as a Marine Biology program, which is a certified DOE college-level course. Our students are strongly encouraged to participate in College Now programs, offered both on college campuses and off. We fully understand and embrace the metric for college readiness as every student is prepared to earn his/her high school diploma with that thought in mind.

In accordance with our strong focus on academics, a major strength of ours is the caring community we have developed to service every student, regardless of his/her educational, social, and/or emotional needs. We offer full-service special education and ESL programs. Every student is given the attention and support he/she needs to be successful regardless of classification. Our graduation rates are among the highest in the city for limited unscreened schools. Because we wholeheartedly understand the needs of our children and consistently and continuously assess these with the needs of the school, we are successfully able to guide our learners toward their appropriate diploma type and post-secondary option.

The past several years have seen consistent graduation rates hovering in the mid to low 90’s, and high 80’s. This is an accomplishment when weighted against the city average. Our post-secondary enrollment rates for the 6- and 18-month recent cohorts both rank in the 95-100 percentiles. We have built a culture of accountability, advancement, and success, not just in high school, but also after graduation as well. It’s the job of a school to prepare its’ learning community for future success and a strength of Pelham Preparatory Academy’s, as the numbers have shown, is that we are committed to not only doing our job, but also doing it well.

3.

An area that we continue to grow and succeed is student progress toward graduation, specifically in credit accumulation and successful Regents completion and participation rates. We have implemented targeted Saturday and summer school offerings, which strictly adhere to the most recent academic policy. The challenge for an unscreened school is to keep each and every student on a four-year path toward a timely high school graduation.

In addition, we understand that the lifeblood of a school is the students who are recruited. One accomplishment we are very proud of is, as of last year, we received the most high school applications in the Bronx for any public high school. We have an outstanding, full service high-school recruitment model that includes targeting appropriate middle schools for visits, open houses, prospective parent/student tours, and overall accessibility of information for 8th-grade parents/guardians. Once a student comes to us, he/she is enrolled in the TRIO Summer-Bridge program before the commencement of his/her freshmen year; it is here that the true initiation to what Pelham Preparatory Academy is and what we want are incoming students to become begins. These expectations are consistently communicated and held throughout each grade level, as all learners can always look to students in the next cohort to see what success looks like.

A key focus for us now is continuing to prepare students to meet college readiness benchmarks of earning an 80 on a math Regents exam, a 75 on the English Regents exam, and if applicable, receiving an advanced Regents diploma. We understand the importance of our students being college ready. The math program in particular has been overhauled, including hiring two new and talented instructors, as well as implementing multiple, unique support systems erected by our network, New Visions. We will continue to increase the number of Pelham Preparatory Academy students who leave our school with both college readiness criteria met and an advanced Regents diploma in order to ensure the mission of our school is always realized.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teachers work collaboratively in content teams during weekly meetings to align the curriculum to Common Core and Citywide Instructional Expectations. Through their work, curriculum and instruction is adapted to meet the individual needs of each of our students, particularly students within all subgroups. However, teachers need more time to work in teams and more time to work on adapting the curriculum and instruction as well as plan to implement academic intervention services.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase common planning time PD/inquiry to impact teacher practice as measured by Danielson. By June 2015, teacher practice, as measured by Advance MOTP data, will increase by 2% from 47.6% (Avg. MOTP score) to 49.6% (Avg. MOTP score).

Professional Development & Inquiry program will be composed of three parts:

Common Planning Time PD/Inquiry- *Weekly meeting for staff to meet by content and/or whole staff to engage in a cycle of assessment-monitoring-adaptation aimed at improving teacher practice while adapting curriculum and instruction to improve student performance.*

Grade Team/Parent Engagement- *Bi-monthly meeting for staff to meet by grade team and/or whole staff to address the needs of students in danger of going off track and students that are off track by working together to implement Academic Intervention Supports while working hand-in-hand with parents.*

PPA Learning Community- *Ongoing series of workshops offered during varying times to ensure that all staff has access. Workshops will be facilitated, primarily, by teacher leaders and will be a venue for teachers to share, collaborate and inter-visit affirming the age-old adage “the answer is in the room”. Some of the topics to be covered will include Google Apps for Education, Assessment in Instruction, and Differentiation of Instruction.*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			

<p>Common Planning Time PD/Inquiry-</p> <ul style="list-style-type: none"> • Program meeting time into teacher/school schedule • Train staff on use of protocols to be utilized in conducting inquiry • Conduct inquiry of student work to assess needs and adapt curriculum/instruction to improve student performance (all students and subgroups of students will be targeted) • Train staff on use of Google Apps for Education • Create school staff Google site to share, store, and maintain agendas, materials and other resources. 	All students including	Sept. 2014 – June 2015	Assistant Principal, PD Committee, and Pedagogical staff
<p>Grade Team/Parent Engagement-</p> <ul style="list-style-type: none"> • Meetings will be held bi-monthly during Monday conference time • Train staff on protocols to be utilized in identifying students in need of AIS and creating innovative ideas to help students succeed. • Arrange for opportunities to engage/empower parents to be partners in improving student performance • Train staff on use of Google Apps for Education • Create school staff Google site to share, store, and maintain agendas, materials and other resources 	Students in danger of failing a course, off-track students, particularly ELLs and students with disabilities	Sept. 2014 – June 2015	Assistant Principal, PD Committee, Guidance staff, and Pedagogical staff
<p>PPA Learning Community-</p> <ul style="list-style-type: none"> • Meeting times will vary to allow access for all staff • Survey staff to identify topics of interest/need • Arrange/organize workshops • Create school staff Google site to share, store and maintain agendas, materials and other resources 	All students	Sept.2014 – June 2015	Principal, PD Committee and Pedagogical staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Learning Partners Program- Chancellor’s initiative for schools to share, collaborate and inter-visit.
- Blended Learning Community- New Visions (network) initiative for schools to share, collaborate, and inter-visit.
- Google Apps for Education.
- Chrome Books for staff to share and access info via Google Apps for Education.
- Teacher/School schedule to allow for meeting time.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

January 2015:

Grade and content teams will have deliverables (evidence) of the work done. Evidence will include agendas, documents created, quantitative/qualitative data of improved student performance.

PPA Learning Community will have conducted at least three workshops and have evidence archived in Google Drive.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>During past quality reviews, supervisory visits, and other similar visits by various individuals and/or organizations, students have stated that Pelham Prep is a family environment where each student feels connected to, at least, one adult.</p> <p>The student mentoring program has also shown that more than 90% of students that were paired with a mentor during their freshman year went on to graduate in four years. This was not the case for at risk students that were not paired with a mentor during the freshman year.</p> <p>While the CFES program is successful, it is limited in its scope as it is unable to include all the students in the school.</p>	

Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Expand College For Every Student (CFES) leadership program to include students from every grade level in order to create a more supportive, nurturing learning environment for students that encourages, supports and challenges students academically. CFES leadership team will increase by 50% from 30 students to 45 students.</p>

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
A leadership team will be created on every grade level. This team will be the voice of the students they represent and will assist in organizing activities and functions aimed at creating a more supportive and challenging environment for all students.	All students	Setp. 2014– June 2015	Assistant Principal, CFES Team
Identify student mentors and train them on CFES mentoring strategies.	9 th , 10 th , 11 th , 12 th grade students	Sept. 2014 – Dec. 2014	Assistant Principal, CFES Team
Identify students in need of mentors and match them to mentors.	At-risk students including all	Sept. 2014 – Dec. 2014	Assistant Principal, CFES Team

	sub-groups		
Organize and carry out CFES activities, such as “Ice Cream Social”, peer mentoring, peer-tutoring, etc.	All students	Sept. 2014 – June 2015	Principal, Assistant Principal and CFES Team

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Organize time for CFES team to meet.
 Program/schedule time for CFES leadership team(students) to meet.
 CFES (College for Every Student) partnership. Organization provides ongoing leadership training to students and adults.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- CFES team will complete the mid-year analysis report, which is submitted to CFES Organization in February.
- Mentor students will be identified and paired with their respective mentees by December.
- There will have been, at least, three functions carried out by January. These include fundraisers, training for students and/or socio-academic functions.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Over the past three years, Pelham Prep began the work of creating a forum for teachers to undergo professional development while collaborating with each other to improve their teaching practice.

Teachers now have three venues to accomplish this work, Common planning time weekly PD, Bi-monthly Grade team/parent engagement meeting time and PPA Learning community.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase common planning time PD/inquiry to impact teacher practice as measured by Danielson. By June 2015, teacher practice, as measured by Advance MOTP data, will increase by 2% from 47.6% (Avg. MOTP score) to 49.6% (Avg. MOTP score).

Professional Development & Inquiry program will be composed of three parts:

Common Planning Time PD/Inquiry- *Weekly meeting for staff to meet by content and/or whole staff to engage in a cycle of assessment-monitoring-adaptation aimed at improving teacher practice while adapting curriculum and instruction to improve student performance.*

Grade Team/Parent Engagement- *Bi-monthly meeting for staff to meet by grade team and/or whole staff to address the needs of students in danger of going off track and students that are off track by working together to implement Academic Intervention Supports while working hand-in-hand with parents.*

PPA Learning Community- *Ongoing series of workshops offered during varying times to ensure that all staff has access. Workshops will be facilitated, primarily, by teacher leaders and will be a venue for teachers to share, collaborate and inter-visit affirming the age-old adage “the answer is in the room”. Some of the topics to be covered will include Google Apps for Education, Assessment in Instruction, and Differentiation of Instruction.*

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
17. Strategies to increase parent involvement and engagement			
18. Activities that address the Capacity Framework element of			

Trust			
<p>Common Planning Time PD/Inquiry-</p> <ul style="list-style-type: none"> • Program meeting time into teacher/school schedule • Train staff on use of protocols to be utilized in conducting inquiry • Conduct inquiry of student work to assess needs and adapt curriculum/instruction to improve student performance (all students and subgroups of students will be targeted) • Train staff on use of Google Apps for Education <p>Create school staff Google site to share, store, and maintain agendas, materials and other resources.</p>	All students	Sept. 2014 – June 2015	Assistant Principal, PD Committee, Pedagogical staff
<p>Grade Team/Parent Engagement-</p> <ul style="list-style-type: none"> • Meetings will be held bi-monthly during Monday conference time • Train staff on protocols to be utilized in identifying students in need of AIS and creating innovative ideas to help students succeed. • Arrange for opportunities to engage/empower parents to be partners in improving student performance • Train staff on use of Google Apps for Education <p>Create school staff Google site to share, store, and maintain agendas, materials and other resources</p>	At-risk and Off-track students, including all subgroups	Sept. 2014 – June 2015	Assistant Principal, PD Committee, Pedagogical staff
<p>PPA Learning Community-</p> <ul style="list-style-type: none"> • Meeting times will vary to allow access for all staff • Survey staff to identify topics of interest/need • Arrange/organize workshops <p>Create school staff Google site to share, store and maintain agendas, materials and other resources</p>	All students including all subgroups	Sept. 2014 – June 2015	Principal, PD Committee, Pedagogical staff

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Learning Partners Program- Chancellor’s initiative for schools to share, collaborate and inter-visit.
- Blended Learning Community- New Visions (network) initiative for schools to share, collaborate, and inter-visit.
- Google Apps for Education.
- Chrome Books for staff to share and access info via Google Apps for Education.
- Teacher/School schedule to allow for meeting time.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

January 2015:

Grade and content teams will have deliverables (evidence) of the work done. Evidence will include agendas, documents created, quantitative/qualitative data of improved student performance.

PPA Learning Community will have conducted at least three workshops and have evidence archived in Google Drive.

Part 6b. Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- | | |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Administrative team currently uses Teachboost to document observations and share with teachers. However, the turnaround time to provide the Advance observation form is delayed as forms have to be synced from Teachboost to the Advance system.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Administrative team will work together to norm the observation process and reduce the amount of time between an actual observation and the time the teacher receives feedback. This will allow teachers to apply recommendations while allowing administrators to monitor and provide ongoing support. By June 2015, teacher practice, as measured by Advance MOTP data, will increase by 2% from 47.6% (Avg. MOTP score) to 49.6% (Avg. MOTP score).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Administrators will norm the observation process. This includes tagging to the Danielson framework, completing the observation form on TeachBoost (online observation system), syncing to Advance and sharing with teachers.	All students	Sept. 2014– June 2015	Administrators
Administrative team will undergo training on TeachBoost and Advance.	All students	Sept. 2014 – June 2015	Administrators
Administrators will share observations within three days of having observed teacher to allow for monitoring and ongoing support to ensure that instruction is being adapted to meet the needs of the	All students	Sept. 2014 – June 2015	Administrators

diverse learners in the class.			

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Laptop for each administrator to record observations in TeachBoost.
 TeachBoost online observation system.
 Google Apps for Education for administrators to share observations and other related materials and resources with teachers.
 Time for administrators to be trained in the various systems, including TeachBoost, Advance and Google Apps for Education.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Progress will be monitored after each cycle of observations (December, January, February, March, April, May).
 Administrative staff will share observations with teachers within three days of having observed a lesson.
 Average score will be monitored via Advance system.

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

Parent turnout to parent association meetings is low.

School offers multiple workshops throughout year to inform parents about college and career readiness, new student orientation and other related topics. However, parents with students at different grade levels would like individualized sessions.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Increase parent engagement to impact credit accumulation rates, particularly for students in the second year. 10+ credit accumulation will increase by 2%, from 74% to 76%.

Pelham Prep will work closely with school’s partner organizations (CFES, UVM, Youth Leaders on the Move, Lehman College) to provide parents with access to information on college and career readiness, parent workshops, and overall parent empowerment. This includes grade level specific info sessions/workshops that will empower parents to better support their children attain academic success. Parent Association will collaborate with school staff to increase amount of parent turnout.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Conduct grade level orientations/meet-n-greet for parents at start of school year.	All students	Sept. 2014 – Oct. 2014	Administrators Guidance staff
Offer info sessions/workshops to parents in conjunction with school’s partner organizations.	All students	Sept. 2014 – June 2015	Administrators Guidance staff
Work with Parent Association President to increase parent turnout to PA meetings and other school functions.	All students	Sept. 2014 – June	Administrators SLT

		2015	PA association

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Partnership with CFES (College for Every Student, UVM (University of Vermont), Lehman College, and Youth Leaders on the Move.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

Parent turnout at PA meetings will increase by January 2015.
 Info sessions/meet-n-greet done in Sept./Oct.
 Two parent workshops offered by January 2015.

Part 6b. Complete in **February 2015.**

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students in jeopardy of failing course. Students not passing in class assessments.	Tutoring Peer Tutoring	Small group One-on-one	During school day Before/after school
Mathematics	Students in jeopardy of failing course. Students not passing in class assessments.	Tutoring Peer Tutoring	Small group One-on-one	During school day Before/after school
Science	Students in jeopardy of failing course. Students not passing in class assessments.	Tutoring Peer Tutoring	Small group One-on-one	During school day Before/after school
Social Studies	Students in jeopardy of failing course. Students not passing in class assessments.	Tutoring Peer Tutoring	Small group One-on-one	During school day Before/after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in jeopardy of failing a course. Students referred by staff for socio-emotional issues. Services requested by student and/or parent.	Conference with parent and student Conference with student	Small group One-on-one Conference with parent	During school day Before/after school

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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).

2b. 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. PD is broken up into three components.

- ***Common Planning Time PD/Inquiry-*** *Weekly meeting for staff to meet by content and/or whole staff to engage in a cycle of assessment-monitoring-adaptation aimed at improving teacher practice while adapting curriculum and instruction to improve student performance.*
- ***Grade Team/Parent Engagement-*** *Bi-monthly meeting for staff to meet by grade team and/or whole staff to address the needs of students in danger of going off track and students that are off track by working together to implement Academic Intervention Supports while working hand-in-hand with parents.*

- **PPA Learning Community-** Ongoing series of workshops offered during varying times to ensure that all staff has access. Workshops will be facilitated, primarily, by teacher leaders and will be a venue for teachers to share, collaborate and inter-visit affirming the age-old adage “the answer is in the room”. Some of the topics to be covered will include Google Apps for Education, Assessment in Instruction, and Differentiation of Instruction.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

Professional Development committee will work closely with administrative team to help guide the work the school does with regards to assessments and PD offered.

Each teacher team will have a facilitator that will coordinate and document the progress of the team including the creation of agendas and archiving of deliverables, including materials and resources. The facilitator will be the voice of the team in selecting assessments, and PD topics to be offered.

Teachers also reflect and give input throughout the observation process as to what areas they feel will improve their practice to, ultimately, improve student performance.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the

consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$273,037	X	Pgs. 9,12,14,17,19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	Pgs. 9,12,14,17,19
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local		X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Pelham Preparatory Academy**, 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 the school and the families. The 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 the school community.

Pelham Preparatory Academy 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- encouraging more parents to become trained school volunteers;

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 11	Borough Bronx	School Number 542
School Name Pelham Preparatory Academy		

B. Language Allocation Policy Team Composition [i](#) 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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	481	Total number of ELLs	11	ELLs as share of total student population (%)	2.29%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														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. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	3	0	1	3	0	2	5	0	5		11

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
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																
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	
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	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
Intermediate(I)										1	0	0	0	1
Advanced (A)										4	1	0	4	9
Total	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/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Geography	2			
US History and Government	4		3	
Foreign Language				
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:

- 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 modalities 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 [AMAQ 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 languages (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 the ELL 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 administers the LAB-R, and the Spanish Lab as needed. The teacher handscores the student answer document to determine the student's level of English 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 assistance 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 Selection 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 orientation 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 instructional/learning needs of each individual 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:			
Social Studies:			
Math:			
Science:			

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

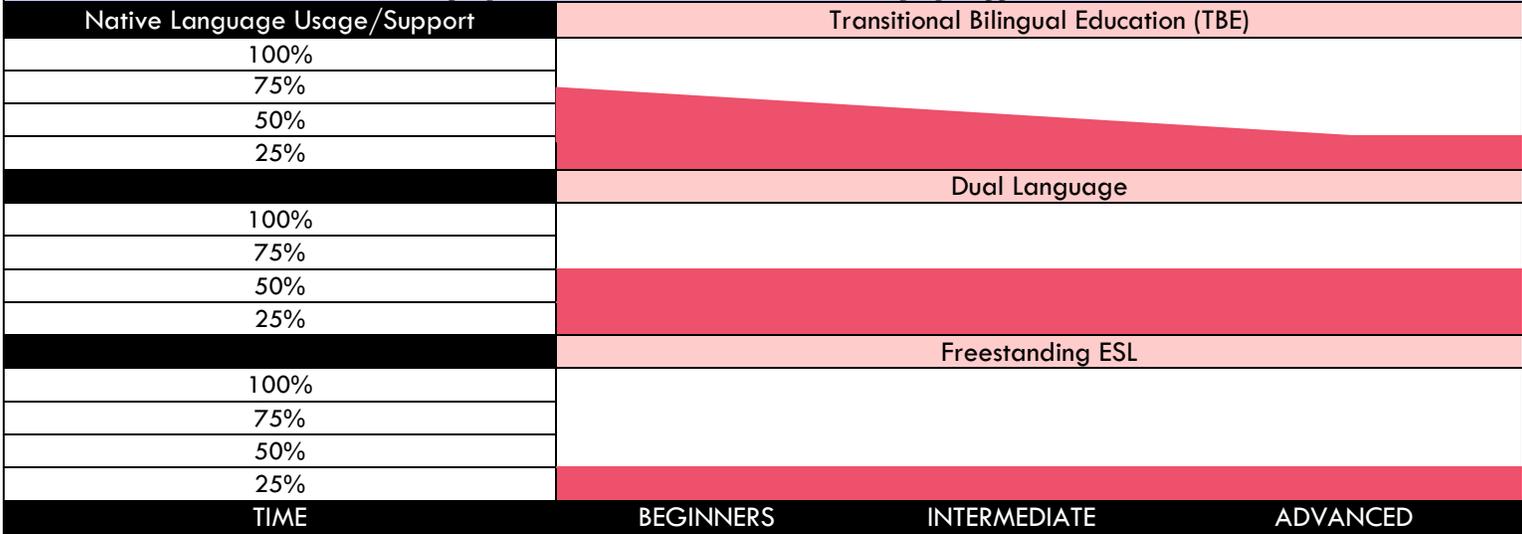
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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 Datacacion/Skedula, Studylsland 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 class and 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:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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. Professional 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 Davidson	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

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 Language 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by September 30, 2014.

Part A: School Information	
Name of School:	DBN: 11X542
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of ELLs to be served: _____	
Grades to be served by this program (check all that apply):	
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 1	
# of certified ESL/Bilingual teachers: 1	
# of content area teachers: _____	

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The rationale for the direct instruction supplemental support program is to support English as a second language development. Eleven English language learners in grades 9, 10, and 11 are to be served after school for one hour (3:15pm-4:15pm) twice a week (Tuesdays and Thursdays) from winter 2014 through spring 2015. Instruction will be provided by Virna Feliciano, certified ESL Teacher; the language of instruction is English. The teacher will utilize the \$2,400 OTPS allocation for English language materials intended to support students' English language development of the four language modalities and direct English language instruction is based on individual student need determined by the data received from NYSITELL and NYSESLAT scores and ELA NYC Baseline Performance Tasks. Core subject teachers may also be included to assist with specific student needs based on individual student data. Anticipated topics are aligned to the school's instructional focus and include: supporting literacy skills including appropriate English-language grammar, utilizing domain-specific vocabulary, citing evidence to support claims and annotating text for evidence to support arguments. Furthermore, students attend a yearly theater performance in English which is specifically designed to support the needs of English Language Learners with literacy development and expose them to the arts. OTPS funds would be utilized for this purpose. Tickets are approximately \$15 each.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The rationale for the school's professional development program for the Title III Program teacher as well as other staff responsible for delivery of instruction and services to ELL students is to keep staff up to date on the most current second language methodologies and practices which are aligned to Common Core Learning Standards in order to support English as a second language development. In addition, professional development will focus on enhancing the teacher's performance in the classroom with ELL students by supporting the teacher's ability to improve instruction and assessment of ELL students and utilize instructional strategies for ELL students. Ms. Feliciano, the certified ESL Teacher is to receive ongoing training throughout the school year and will be exposed to such topics as Collaborative Reading Strategies (CRS) Research Based Approach to Reading Comprehension. This approach focuses on giving teachers a way to increase students' comprehension through a concrete reading four-step method and is built on cooperative learning and explicit reading comprehension strategy instruction. Participants will receive resources such as a book with an embedded practical guide to implement the program. This professional development is a full-day event (8:30am to 3:05pm) and is provided by the Department of English Language Learners which offers numerous opportunities for NYC educators. In addition to participating in this event, Ms. Feliciano will

Part C: Professional Development

continuously seek out other professional development opportunities offered by the Department of English Language Learners and share pertinent information with other staff responsible for delivery of instruction and services to ELL students. Additionally, Ms. Feliciano will participate in various webinars also offered by the Department of English Language Learners with a focus on Text Complexity and Building Vocabulary and implement Common Core-Aligned Units for High School ELLs. Professional Development days include but are not limited to February 2, 2015 (fully day) and June 4, 2015 (full day) with topics including aligning instruction and assessments to the school's instructional focus with an emphasis on Teaching Academic Language to ELLs', Teaching ELL's in the Content Area and Supporting ELLs' Literacy Development.

Part D: Parental Engagement Activities

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

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

Begin description here: The rationale for the parent engagement activities targeted toward parents of ELL students that will impact higher achievement for ELL students is to provide structured support to parents/guardians of ELL students. Parents/guardians are routinely contacted via email, a letter sent home and/or a phone call made to the home in order to invite them to attend all Parental-Engagement Activities. Activities include monthly Parent Association Meetings; beginning-of-the-year-meet-and-greet-orientations on September 17th, 18th, 23rd and October 1st from 6:00pm-7:30 pm (conducted by grade level) where the ESL teacher, Ms. Feliciano, is present to ensure parents are not only involved in the development of their child's English language skills, but also with his/her transition to the new high school setting; quarterly college-admissions workshops given by the college advisor with an emphasis on TOFEL standards and bi-annual open houses on November 12th from 5:30pm-7:30pm and November 15th from 9:00 am-12:00pm. Parents/guardians have the opportunity to receive progress reports up to six times a year with specific feedback about student's development of English language skills. Parents can request documents in their native language and translation services will be provided either by a staff member or through the NYC DOE Interpretation Services Division. Moreover, teachers meet bi-monthly for 45 minutes in grade teams to discuss student progress and develop an action plan that includes supporting students through targeted parental involvement and engagement. The school has developed strong partnerships with the University of Vermont and Lehman College. Both institutions provide numerous support mechanisms with the college admissions process including admissions procedures and scholarship opportunities for ELL students. Furthermore, parents/guardians will be personally invited to accompany ELL students on their yearly trip to the theater performance and attend a yearly cultural/diversity celebration that is organized by the ESL teacher. Dates for parent engagement may include but are not limited to: December 8, 2014, January 26, 2015, February 23, 2015, March 30, 2015, April 27, 2015, May 18, 2015 and June 22, 2015 from 6:00pm-8:00pm.

Part E: Budget

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

Allocation Amount: \$0		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____