

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**14K685**

**School Name:**

**EL PUENTE ACADEMY FOR PEACE AND JUSTICE**

**Principal:**

**WANDA VAZQUEZ**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: El Puente Academy School Number (DBN): 14K685  
9-12  
Grades Served: \_\_\_\_\_  
School Address: 250 Hooper Street, Brooklyn, NY 11211  
Phone Number: 718-387-1125 Fax: 646-831-5519  
School Contact Person: Wanda Vazquez Email Address: Wvazque3@schools.nyc.gov  
Principal: Wanda Vazquez  
UFT Chapter Leader: Joseph Matunis  
Parents' Association President: Maisha Morales  
SLT Chairperson: Iracelis Caban  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Ana Perez  
Mosai Nelson  
Student Representative(s): Sara Oliveras  
\_\_\_\_\_

**District Information**

District: 14 Superintendent: \_\_\_\_\_  
335 Adams Street, Brooklyn, NY 11201  
Superintendent's Office Address: \_\_\_\_\_  
KRehfield@schools.nyc.gov  
Superintendent's Email Address: \_\_\_\_\_  
Phone Number: 718-923-5181 Fax: 718-923-5145

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Alexandra Anormaliza  
131 Livingston Street, Brooklyn, NY 11201  
Director's Office Address: \_\_\_\_\_

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[AAnorma@schools.nyc.gov](mailto:AAnorma@schools.nyc.gov)

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Director's Email Address:

718-935-5618

Phone Number:

Fax:

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Wanda Vazquez	*Principal or Designee	
Joseph Matunis	*UFT Chapter Leader or Designee	
Maisha Morales	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ana Perez	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Mosai Nelson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sarah Oliveras	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Frances Lucerna	CBO Representative	
Otilia Peña	Member/Parent	
Iracelis Caban	Member/ Parent	
Jesus Segundo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Tina Lee	Member/Staff	
Priscilla Rivera	Member/Staff	
Waleska Velez	Member/ Staff	
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The **mission** of El Puente Academy for Peace and Justice is to inspire and nurture leadership for peace and justice. To this end, the Academy is guided by four core principles that serve as the foundation for all administrative, academic, programmatic and institutional development. These are *creating community, love and caring, mastery and peace and justice*. The Academy strives to achieve its **vision** in these three ways: by transforming its members into a comprehensive community learning institution; by integrating the resources of both the school and those of our community based organization, El Puente; and by supporting the holistic development and the highest levels of achievement of Academy students, facilitators and adult members, including those with physical, emotional, developmental, or learning disabilities.

El Puente Academy for Peace and Justice is a comprehensive high school, offering a rigorous integrated, project focused academic program that is a national model and has a twenty-one year record of success. Small heterogeneous classes of 22-27 students and our Sankofa (9<sup>th</sup> and 10<sup>th</sup> grade) and Liberation (11<sup>th</sup> and 12<sup>th</sup> grade) Academies make up the foundation of the Academy's community for learning and development. All students travel in small learning communities and participate in interest/gender based advisories that focus on leadership development and civic engagement. Integrated team teaching supports an integrated/interdisciplinary approach to curriculum and instruction. These teams include not only licensed teachers but also artists and community consultants from El Puente and other organizations within our extensive network of partners. Core curricular subjects together with the visual and performing arts are taught thematically through the integration of the humanities and sciences. Learning is experiential with students engaging in various performance-based projects throughout the year that focus on community development and human rights issues. All projects must contain not only elements of intellectual rigor and critical thinking but visible outcomes and impact for the larger community. Students are facilitated through a process of observation, reflection, analysis and action that is documented through various performance based tasks that include journals, research papers (and other standard forms of expository and creative writing), group and/or individual investigations, experiments, surveys, reports, presentations, on-going community action initiatives as well as video, dramatic performances and fine arts exhibitions. All of these, together with teacher prepared content-based tests, make up the framework for portfolios prepared and presented for assessment. As a member of the New York Performance Based Consortium we had a variance from Regents, the exception being the Comprehensive English Examination. These structures allow us to offer small class sizes and effectively personalize rigorous instruction and create a supportive environment to meet the academic and socio-emotional needs of individual students and their families.

Our school believes that students learn best when they are given the opportunity to learn content by becoming the subject of their education. In doing so, our students are given multiple opportunities to engage in learning projects/activities that are connected to who they are as a learner individually and within a community of learners. These projects require that teachers take time to collaborate in planning and designing curriculum and assessments. It gives our Sankofa (9<sup>th</sup> & 10<sup>th</sup>)/Liberation (11<sup>th</sup> & 12<sup>th</sup>) grade team of teachers a holistic picture of what students know and are able to do. Integration of the arts and project based learning allows teachers the opportunity to create more structured projects and experiences that are aligned to the CCLS, will connect students learning to their experiences and create more opportunities for differentiation and points of integration.

Based on our Framework for Great Schools Report we will focus on creating more opportunities for parents and families to participate in their child's learning in partnership with El Puente, our partnering CBO. We will offer a four part series of family/community workshops that will extend out of core academic and arts based projects students are working on in classes. We aim to build the capacity of parents/families to support the academic and socio-emotional learning of their children in an inclusive community setting. Our teachers will continue to collaborate on developing integrated

curriculum and project based assessments that will provide students with an in depth, holistic understanding of content and skills. We will also continue to use student discussion as a way to have students engage and share their experiences in class, their projects, and peer reviews.

## 14K685 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	245	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	13
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	80.3%	% Attendance Rate			84.1%
% Free Lunch	81.8%	% Reduced Lunch			3.6%
% Limited English Proficient	16.0%	% Students with Disabilities			21.8%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			13.3%
% Hispanic or Latino	84.4%	% Asian or Native Hawaiian/Pacific Islander			0.4%
% White	1.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.29	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			1.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			3
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	79.5%	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.8%	% of 2nd year students who earned 10+ credits			72.3%
% of 3rd year students who earned 10+ credits	69.5%	4 Year Graduation Rate			63.8%
6 Year Graduation Rate	74.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**El Puente Academy for Peace and Justice analyzed course passing rates, progress reports, report cards, NYSLET, DY0 Assessment Data, PSAT pass/fail rates, and Where are they now reports to determine this goal. We have identified the need to increase the numbers of ELL students participating in our Arts Integrated courses to more effectively support their language acquisition skills and further develop their writing across the curriculum.**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of our ELL students will participate in our Hablamos Arte (We Speak Art) arts integrated English courses to further develop their language acquisition and writing skills. 90% of students participating in Hablamos Arte will earn two English credits this year.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Our ELL Committee will facilitate ongoing professional development sessions for staff and workshops for parents/families to build the collective capacity to meet the needs of our increasing ELL population.</p> <p>The SLT will engage in discussions around parental and student needs. Meetings will be created and facilitated by staff, families, and/or students to keep the larger community's needs the focus and purpose of their engagement.</p> <p>In addition to Advance Observations, School leaders will conduct learning walkthroughs and meet with participating teachers to analyze ongoing sets of data and to ensure a successful implementation of the Expanded Hablamos Arte Course offerings.</p>	<p>ELL Students in grades 9-12</p>	<p>9/8/2015-6/30/2015</p>	<p>Principal, Assistant Principal, ELL Lead Teacher, Arts Lead Teacher, English Teachers, Special Education teachers, CBO-EI Puente, Para-Professionals, Teaching Artist partners</p>
<p>Our ELL committee will meet bi-weekly with the English Language Arts and Drama teaching artist to further develop our Hablamos Arte (We Speak Art) curriculum and Programming. They will also create one integrated project based assessment each Trimester that will include parent/family participation. Student work outcomes will serve as data to support the development and assess/drive the direction of curriculum.</p> <p>.</p>	<p>ELL Students in grades 9-12</p>	<p>9/8/2015-6/30/2015</p>	<p>Principal, Assistant Principal, ELL Lead Teacher, Arts Lead Teacher, English Teachers, Special Education teachers, CBO-EI Puente, Para-Professionals, Teaching Artist partners</p>
<p>Our ELL Committee will design an AM/extended day program that will offer arts infused/integrated courses and gender groups to support their social emotional and language learning needs.</p>	<p>ELL Students in grades 9-12</p>	<p>9/8/2015-6/30/2015</p>	<p>Principal, Assistant Principal, ELL Lead Teacher, Arts Lead Teacher, English Teachers, Special Education teachers, CBO-EI Puente, Para-Professionals, Teaching Artist partners</p>

Our ELL committee will meet weekly to design a holistic individualized student action plan to meet their ELL academic and socio-emotional needs	ELL Students in grades 9-12	9/8/2015-6/30/2015	Principal, Assistant Principal, ELL Lead Teacher, Arts Lead Teacher, English Teachers, Special Education teachers, CBO-EI Puente, Para-Professionals, Teaching Artist partners
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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Our ELL lead teacher, Assistant Principal, bilingual guidance counselor, and bilingual paraprofessional, and Parent Coordinator.

2. Our ELL lead teacher, Assistant Principal, bilingual guidance counselor, and bilingual paraprofessional, and network liaisons. SWP, Tax Levy and Title III funds will be used to fund partnership between our lead ELL teacher and a drama teaching artist and for parent/family nights.

3. SWP, Tax Levy, and Title III funds will be used to fund our extended day programming, teaching artists, and bilingual guidance counselor. Our ELL lead teacher, Assistant Principal, bilingual guidance counselor, and bilingual paraprofessional, and partnering teaching artists, will meet monthly to design curriculum and assess student progress.

SWP, Tax Levy, and Title III funds will be used to fund professional development activities and teaching materials for staff.

**Part 4b.** 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 SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will assess progress towards this goal three times a year, once in December, March, and then June. Student data will be used to adjust the programming, and drive curriculum and professional development. Protocols such as DFS (Data, feedback, strategy) will also be implemented in the middle of each trimester, in November, January, and May. DFS will give opportunities for staff to assess students overall progress, and make their own SMART goals for their curriculum

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**El Puente Academy for Peace and Justice analyzed course passing rates, progress reports, report cards, and DYO Assessment Data to determine this goal. As part of the Framework for Great Schools set forth by New York City Department of Education; we have identified the need to engage all students in Common Core aligned project based assessments in core academic areas to effectively support our students in preparation for ELA exams, Graduation Level Portfolios, and college/career readiness. 90% of students, including ELL’s and SWD’s will score a competent or above on these assessments. One of the school’s strengths is including all learners such as ELLs and SWDs in engaging work, discussions, and student work products.**

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

90% of Students will engage in three common core aligned performance based assessments in Math, ELA, Social Studies, Science and Art. Text based activities will take place in addition to rich, shared experiential learning through hands-on arts projects, Socratic seminars, integrated cultural activities, events and trips. In conjunction, students will have advisories to address social-emotional learning, receive extra support, and guidance.

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
The Humanities (English and History), Math, Art and Science Departments will meet monthly to assess student work, and develop project based assessments that are aligned to the Common Core Learning Standards, and align the four year course sequence to the Common Core Learning Standards. Each department will create/lead an activity for parents/families to support their understanding of the CCLS so they may academically support their children.	9 <sup>th</sup> -12th Grade	9/8/2015-6/30/2015	Principal, Assistant Principal, Lead Teachers, Sped And ELL Coordinators, Guidance Counselors, Parent Coordinator, and CBO partner.
The Humanities (English and History), Math, Art and Science Departments will meet monthly to develop common assessments to determine student progress towards Common Core Learning Standards across the grades and subject areas, and use the results of the assessments to adjust curricula, instruction, and assessments. School leaders will provide teachers with actionable feedback and strategies based on qualitative/quantitative data from observations, walkthroughs, and schoolwide assessments.	9 <sup>th</sup> -12th Grade	9/8/2015-6/30/2015	Principal, Assistant Principal, Lead Teachers, Sped And ELL Coordinators, Guidance Counselors, Parent Coordinator, and CBO partner
Content Teachers will meet with Special Education and ELL teachers in grade teams once a month to examine student work and implement best practices and strategies to effectively provide multiple entry points for students in these subgroups. School leaders will provide teachers with actionable feedback and strategies based on qualitative/quantitative data from observations, walkthroughs, and schoolwide assessments.	SWD and ELL Students in grades 9-12	9/8/2015-6/30/2015	Principal, Assistant Principal, Lead Teachers, Sped And ELL Coordinators, Guidance Counselors, Parent Coordinator, and CBO partner

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Math, Humanities, Art, and Science Teachers, Lead teachers, SPED and ELL Coordinators, Advisors, CBO Partners, Teaching Artists, Common Core Aligned curriculum guides, Global Justice Institute Curriculum

<b>Part 4b.</b> 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 SWP	X	Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>We will assess progress towards this goal six times this year, once after midterms and once after finals every trimester. The student data collected each trimester will be used to make necessary adjustments to our implementation plan. By June of 2016, all students will have engaged in common core aligned units of study in Math, Science, English, Art and Social Studies.</p> <p>Between September 9, 2015 and June 19, 2016, will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2015, all students will have engaged in project based common core aligned assessments in Math, Science, English, Art and Social Studies</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5C – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5E – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students in the lowest third in ELA	Must attend tutoring sessions that support in developing reading and writing strategies.. Students will learn about strategies to draw meaning from text. They will use syntactic, graph phonic and semantic strategies to decode meaning	Service is provided in small groups, one to one, and during tutoring	Service is provided before, after, and during the school day.
<b>Mathematics</b>	Students in the lowest third in math	Students identified as low performers in mathematics are mandated to attend tutoring sessions and math labs to support acquisition and development of fundamental math skills.	Service is provided in small groups, one to one, and during tutoring	Service is provided in small groups, one to one, and during tutoring
<b>Science</b>	Students in the lowest third in Science	We provide before and after school tutoring for students in the 9 <sup>th</sup> -11 <sup>th</sup> grade to support their ability to comprehend scientific methods and procedures.	Service is provided in small groups, one to one, and during tutoring	Service is provided in small groups, one to one, and during tutoring
<b>Social Studies</b>	Students in the lowest third in History	Students who are struggling in their History classes are mandated to attend	Service is provided in small groups, one to	Service is provided in small groups, one to

		tutoring sessions and Research workshops to support and develop their ability to conduct research, read and write for information, and comprehension of History Context.	one, and during tutoring	one, and during tutoring
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students in the lowest third and those identified by their teachers as at risk based on grades or socio-emotional data.	The guidance counselor and social worker meet with students on a one-to-one basis and/or in groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind spirit, and community.	Service is provided in small groups during advisories, during one to one or group HIP/guidance sessions, through one to one mentoring	Service is provided in small groups during the day in advisories, during one to one or group HIP/guidance sessions, through one to one mentoring

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

### 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.
<p>There are several things that we do in order to attract HQT and maintain HQT, such as:</p> <p><b>Rigorous Multi-Tiered Hiring Process (Recruitment):</b> Our hiring process includes various steps in order to attract and maintain HQTs. We begin with attending diverse job fairs, posting on Idealist, and emailing our job posting to various listserves.</p> <p>We invite select candidates to interview. The interview includes: a classroom observation, a mock lesson with post-observation, a group interview with the committee, and a writing sample.</p> <p>From this process we have been able to hire exceptional candidates that believe in our mission.</p> <p><b>Detailed Job Posting (Recruitment) :</b> Our job posting delineates what a teacher needs to have in order to meet our expectations.</p> <p><b>Specific attendance PD for all staff (Support) :</b> During our full staff retreat in August, we present the year's attendance goal and allow teachers to develop their individual plans in order to support the larger goal (a 3% school wide increase). We will continue this work through monthly onsite all-staff PDs. The administrative team coordinates and facilitates the all-staff PDs and attendance is a consistent area to return to and revisit as a team.</p> <p><b>Frequent Observations (Support):</b> The principal and assistant principal observes every teacher at least three times during each term (cycle). During these observations attendance interventions and strategies are addressed individually and addressed in the post-observation.</p> <p><b>Teacher Leadership (Support and Retention):</b> We have a teacher leader who is able to train their peers, teaching artists, and will have a role in developing the trainings for families and parents. We have identified additional funding in order to compensate this teacher for their time and additional training. Our teacher leadership position allow teacher to receive targeted support and leadership opportunities in area of interest: technology, new teacher development, data, student voice and leadership, and curriculum development.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

We will provide ongoing professional development sessions for staff to enhance teacher effectiveness using the Danielson Framework. Our staff will meet once a week in departments to further develop and assess Common Core aligned units of study in all core academic areas. We will meet in grade teams two times each trimester to review student data and create holistic action plans to support students development of attainment of mastery targets. We will provide ongoing professional development sessions for staff on the use of technology in the classroom, project based learning, culturally relevant education and self-directive improvement system.

### **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.).

NA

#### **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.

Our Academy leadership circle is comprised of two lead teachers, our Special Education coordinator, our ELL coordinator, our parent and community coordinator, the Assistant Principal and Principal. We meet weekly to discuss school wide initiatives, data trends, and to design professional development plans, based on multiple sets of data, to meet the needs of our school community. The data is derived from learning walkthroughs, Advance observations, OORS, interim assessment and testing data. Teachers are actively included in deciding what professional development they would like to receive as well as what best practices they would like to share out with colleagues.

#### **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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	186,505.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,904,896.00		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)**

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. **El Puente 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. **El Puente 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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.

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in

the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC)**

El Puente 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 1<sup>st</sup> 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.
-

### 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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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 October 31, 2014.

Part A: School Information	
Name of School: <u>El Puente Academy</u>	DBN: <u>14k685</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>38</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## 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 goals of this program are to have students express themselves on issues that deeply affect them through poetry, personal narratives modeled and inspired by August Wilson's Century Cycle, creative writing, reading, dialogue. Students will also understand what roles they can take in creating to support a more just and humane society.  
Students will study August Wilson's Century Cycle. They will exhibit an understanding of August Wilson's Century Cycle plays by:

1. \_\_\_\_\_ Reading all ten plays from August Wilson's Century Cycle:

- \_\_\_\_\_ Gem of the Ocean
- \_\_\_\_\_ Joe Turner's Come and Gone
- \_\_\_\_\_ Ma Rainey's Black Bottom
- \_\_\_\_\_ The Piano Lesson
- \_\_\_\_\_ Seven Guitars
- \_\_\_\_\_ Fences
- \_\_\_\_\_ Two Trains Running
- \_\_\_\_\_ Jitney
- \_\_\_\_\_ King Hedley II
- \_\_\_\_\_ Radio Golf

2. \_\_\_\_\_ Learning to conduct research based on August Wilson's ten-play cycle chronicling the African-American journey through the 20th century.

3. \_\_\_\_\_ Exploring the plays and related readings representing each decade of the Century Cycle.

4. \_\_\_\_\_ Identifying and discussing recurring themes among the ten plays.

5. \_\_\_\_\_ Conducting a case study and analysis of Pittsburgh's Hill District and compare and contrast it to Williamsburg Brooklyn.

6. \_\_\_\_\_ Discussing and learning why August Wilson took on such an immense project.

7. \_\_\_\_\_ Discussing August Wilson's body of work and understanding why it is so important to the American theater.

This after school class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English. And dealing with the social emotional skills associated with acclimating to a new culture and learning a second language via gender, drama and band performance groups. Through out the course students will participate in different exercises that will develop their reading, writing, listening and speaking skills via a holistic approach incorporating all of the previously mentioned disciplines.

The targeted population is 33 ELLs in 9th thru the 12th grade are invited to join the program. The rationale is that although we supported a lot of students to achieve proficiency in English, there still remains a number that are at performance level 1 and 2 and have not met their targeted AYP progress in English.

An ESL certified teacher will provide instruction Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays mornings 8:15- 8:55am. There will also be Tuesday and Thursday afternoon sessions from 3:35- 5:00 pm. The language of instruction is English. The Title III program will use the No Glamour Language and Reasoning workbook, Luna, Luna, August Wilson's Century Cycle, Langston Hughes anthologies, essays by Booker T Washington and W.E.B DuBois. The class will begin in November and end in May (total of 25 weeks).

### 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: Our high quality professional development activities demonstrate an alignment to the instructional program being delivered throughout the regular school day. We recognize, however that our after school program also requires this type of support. The Bilingual committee has therefore designed a work embedded professional development series with the structure of our Title III program in mind for pedagogical staff. Our Title III teacher will facilitate the workshops. Meetings will be held after school at no cost to Title III.

Professional Development Workshops with ELL Focus:

1. Encouraging ELL student language development (3rd week of November)
2. Writing Workshops for ELL students (4th week of January)
3. Speaking Intensive for ELL students (1st week of March)
4. Differentiation for ELL students (1st week of April)

In addition, the ESL teacher will facilitate a focused study group to which he will invite ELL student's teachers from different subject areas (3 teachers). This group is a learning community that meets after school on Wednesdays, 3:00 - 4:00pm from November to April (10 sessions). These study group times are specifically for the Title III teachers to meet track and discuss the progress of the students in the Title III program and to analyze, review, and discuss professional literature (to include Academic Language for English Language Learners and Struggling Readers, How to help Students succeed Across Content Areas, by Yvonne S. Freeman, and other materials) to inform their teaching and practice. Professional books for the study group will be at no cost to the Title III.

### 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: Parent Involvement is a key component to our program. We offer opportunities for parents of ELLs to become involved with their child's ESL instruction. We also offer a program called the Lending Library, which is a book club for parents. The books read are in the parents' native language. The Lending Library meets once a trimester on a Saturday from 10-12pm. These sessions be held the last Saturday of November, March and May.

We also offer workshops for parents of our students served through our Title III program once a trimester, on Saturday to provide them with sessions for understanding the NYSELAT exam, ELA Regents Exam, and strategies they may use to help their son/daughter. Title III funds will be used for activities to assist parents of youth offering comprehensive community service to help parents become more active participants in the education of their children. Title III funds will be used to provide family literacy training, parent outreach and activities.

The parent workshops are designed specifically for Title III parents to help provide them with support in understanding the various exams their son/daughter is required to take as well as how our program is helping students prepare for these exams. In addition, Title III parents will learn effective strategies to help their son/daughter with language acquisition. Translation services will be provided to parents from

**Part D: Parental Engagement Activities**

our staff members who are fluent in the students' native language. In addition, the ESL teacher and Parent Coordinator can communicate clearly with parents in their native language. Additional services will be requested through the NYC DOE translation and interpretation unit as needed. We encourage the participation of multiple representatives from the families of each of our 33 ELLs. Parents of 33 ELLs will be invited. One ESL teacher supported by the Parent Coordinator will present three two hour workshops for ELL parents. The parent workshop topics include the following: Understanding the NYSESLAT Exam (1st week of March 12-2pm), Understanding the ELA Regents Exam: How Can Poetry and Memoir writing Help with Language Development (1st week of January 10-12pm) and English Through the Arts: How Can the Arts Help My Child with English? (2nd week of April 10-12 pm). The ESL teacher and parent coordinator will reach out to parents of title III participants and inform them of all of these supplementary opportunities via phone calls, email and letter sent home with students and through the mail.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>685</b>
School Name <b>El Puente Academy</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Wanda Vazquez</b>	Assistant Principal <b>Waleska Velez</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Carlos Rosello</b>	School Counselor <b>Ana Lazala</b>
Teacher/Subject Area <b>Ruth Celis/Spanish</b>	Parent <b>Meyesha Morales</b>
Teacher/Subject Area <b>Tina Lee/Math</b>	Parent Coordinator <b>Rosie Fenton</b>
Related-Service Provider	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Kathy Pelles</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	247	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	17	<b>ELL Students with Disabilities</b>	6
<b>SIFE</b>	9	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	6	<b>Long-Term</b> (ELLs receiving service 7 or more years)	10

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	17	0	0	6	4	2	10	5	4	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

### Freestanding English as a New Language

#### Number of ELLs by Grade in Each Language Group

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)										3	3	3	3	0
<b>Emerging</b> (Low Intermediate)										2	2	0	0	0
<b>Transitioning</b> (High Intermediate)										2	0	1	2	0
<b>Expanding</b> (Advanced)										3	3	5	1	0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total											2	3	1	0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											1	2	3	0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	11	0	9	0
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 We refer to past NYSESLAT scores and at times use the Fountas and Pinnel assessment system. 15 % of our ELL students are expanding in listening and speaking. 12% percent of our ELL students are emerging in reading and writing and 38% of our ELL students reach a proficient level. 16% of our students are beginners in reading and writing. 10 % of our students are advanced while only 18% have reached proficiency levels in reading and writing. This data informs the school that our students are improving in reading and writing activities while listenign and speaking needs to be improved on. This information informs the ESL and content area teachers as to what direction instructional and supplemental programs need to go so as to meet our ELL student's needs. Furthermore the ESL teacher collaborates with content area teachers and develop strategies that help improve and strengthen these four modalities. We also use teacher created assessments and meet bi weekly in departments to review data particular to ELL students and create improvement plans based on the assessments.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The ELL student population has vastly improved in the reading and writing categories because instruction has been specifically tailored to those needs, however more deliberate attention needs to be paid to listeing and speaking skills within the classroom context to support those skills. The NYSITELL data shows that two students in ninth grade who were tested the previous year were eligible for ELL services and entered as beginner ELL students.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Instruction must be modified in order to improve listening and speaking skills. The data reveals that 67% is making progress towards AMAO of makinf adequate yearly progress in learning English . In addition, we are steadily making progress in ELL students making adequate yearluy progress in ELA and credit acculumation. The data reveals that 25% of students are passing their ELA courses and gaining three credits per year in ELA. We will also focus our efforts towards ensuring long term ELLs also reach proficiency. We will continue to offer high quality professional development opprotunities that focus on ELL instruction. In addition, we will increase our parental engagement opportunities to support our ELL community.
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The most noticeable patterns are that a majority of our ELL students are more proficient in reading and writing. A vast majority of students have made at least one year's progress in this modality as a result of direct instruction in the content area classes. However, only 27% of students have made one year's progress in listening and speaking. Students taking exams in English compared to their native langugae are passing however they are struggling to exceed standards. 78% are on track to graduate with all/most of their credits. However, 22% of ELL students are undercredited.

b. Staff development sessions are offered to teachers twice a month and routinely ask teacher's to analyze data to improve instruction based on students' needs with a particular focus on ELL students. The ESL teacher is actively working with the content area teachers to improve ELL instruction in the content classes with a particular focus on listening and speaking skills. School leadership and teachers routinely use the results of ELL periodic assessments to analyze academic needs and restructure professional development opportunities. Based on the periodic assessment results, we are learning that although ELL students are steadily improving, the long term ELL's are struggling to make academic progress particularly in English and History.

c. We are learning that many of ELL students are much stronger in reading and writingskills because we have implemented speific strategies to address this need in the previous two years. We also notice that our long term ELL's need specific ELL intruction in all their content classes to address their need of learning basic language skills first.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

The framework "Strong Core Instruction for ELLs" has helped us create professional development workshops for our teachers that have allowed them to understand the complexities of language acquisition as well as providing specific strategies they can use to address the varying tiers of learning English.

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

90% of our staff speak Spanish and are able to identify patterns in the students native language abilities. By identifying these patterns they are able to appropriately modify and teach English by accessing students native language skills. In addition, we offer an advanced Spanish course to support students' native language skills
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Periodic checkins such as progress reports, student review check ins, staff meetings, major assessment feedback reports are studied by the ESL teacher and the ELL committee. Strategies and focus shifts according to the student's abilities and needs. We use results from the NYSESLAT, ELA regents exams, teacher created interim assessments, and credit accumulation rates to determine if ELL students are making progress towards AYP.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

A newly enrolled student is administered the home language identification survey by the ESL teacher, to identify their dominance in a language. Based on the results from the Home Language Survey, we have an initial parent orientation where the parent is informally interviewed by the ESL teacher and the assistant principal. If the home language survey shows there is a possibility the student is an ELL, the NYSITLL is administered to test for English language proficiency. If the student is identified as a Soanish speaking ELL, then the Sampish Lab is administered. The Parent coordinator and the ESL teacher, whom both speak Spanish, teacher organize a meeting where the parent is shown a video of the different ELL programs that are offered in NYC by the Department of Education and is provided with translation during the intake process. The parent then decides what program is best for their child. This process is completed within 10 days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Newly enrolled students are administered the SIFE questionnaire is used to identify SIFE students. In addition, we also use student work in English and their native language to assess if they are possibly a SIFE student.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
The ESL teacher in consultation with the CSE team administer the home language survey to identify whether there is a language issue or it is a result of their disability. The language proficiency team includes the ELL teacher, parent coordinator, special ed teacher, and the assistant principal and the parent/guardian which also provides language translation for parents and students. The parents/guardian are then given 20 days to accept or reject the LPT recommendation. ELL service placement is within ten days of enrollment.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Entitlement letters are immediately distributed to parents with the support of the parent coordinator who encurriculum night is presented for parents by the Principal, the Parent Coordinator, the ESL Coordinator, and the Content Area teachers to inform the parents of the curriculum and programs offered by the school. The school then notifies the parent of the child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parent/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. Parents who do not attend these events are contacted via phone and told to expect a letter discussing the curriculum and programs offered by the school. We request that necessary information and or confirmations are returned by the children of the parents attending the school. This process is conducted by the ELL teacher.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Once a parent requests the initiate the reidentification process, the school reviews all documents in the initial process as well the student's work in English and their home language. Parents are informed of their right to appeal within 45 days through a letter given to them at the parent orientation in their native language. We will administer the NYSITELL and then we consult with the parent. Based on the recommendation, the principal determines whether to change the ELL status or not. Written notification of the decision will be sent to the parent. The ESL teacher and parent coordinator are responsible for this process. Copies of the letters are filed and kept in students' cumulative folders.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Once parents are invited back for the ELL parent/guardian workshop immediately after enrollment, we show a video which describes the three program choices offered by the DOE. In addition, we provide parents with a written packet that describes all three programs in their native language. At the end of the workshop, parents then fill out the parent survey and the program selection forms with the assistance of the ESL teacher - Carlos Rosello, guidance counselor- Ana Lazala, and parent coordinator- Rosie Fenten. This process is completed within ten days of the student's initial enrollment. Subsequently, an informal oral interview is conducted in the parent's native language. If there is not a program that serves the needs of the student, the parent is informed of an alternate placement for the child. A workshop is given to parents of incoming freshmen which describes in detail the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). If the survey is not returned, the student will be placed in a default program.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The school calls and sends letters home to parents so that they come to the school to fill out the parent survey and fill out the program selection forms. We accommodate parents and make sure we are available for them anytime they can come fill out the forms. A curriculum night is presented for parents by the Principal, the Parent Coordinator, the ESL Coordinator, and the Content Area teachers to inform the parents of the curriculum and programs offered by the school. The school then notifies the parent of the child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parent/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. Parents who do not attend these events are contacted via phone and told to expect a letter discussing the curriculum and programs offered by the school. We request that necessary information and or confirmations are returned by the children of the parents attending the school. The ESL teacher looks at all program choice forms to ensure we are meeting the needs of all students. In addition, at the beginning of the new school year, all forms are analyzed to ensure we are offering the correct program choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
The parent coordinator and ESL teacher monitors the return of the surveys and program selection forms and speaks with parents routinely to make sure they are returned in a timely manner. Since, we have a small school population and the ESL teacher administers the surveys, it is evident when one is not returned. In addition, the Assistant Principal reviews the folders to ensure all steps have been completed and all forms were returned. These forms are stored in the students' cumulative folders. The ESL teacher looks at all program choice forms to ensure we are meeting the needs of all students. In addition, at the beginning of the new school year, all forms are analyzed to ensure we are offering the correct program choice.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ELL teacher- Carlos Rosello immediately gives the placement notification forms to be sent home with the student as well as they are mailed home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ESL teacher places all ELL documentation in student's cumulative folders as well as a copy is left with the Assistant Principal. All staff have access to the ELL documentation however the original copies are maintained in students' folders.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The NYSESLAT is administered to all ELLs to determine students' proficiency in the English Language. Each student is administered each modality of the NYSESLAT according to the regulations. Once we receive the results from the exam, the ESL teacher analyzes each student's progress by comparing the previous year's scores to the current score for each student. By carefully analyzing each modality (listening, speaking, reading, and writing) in relation to the student's previous year's score, the ESL teacher is able to decipher how much progress has been made. In addition, the ESL teacher looks at the progress made by ELLs as a whole by analyzing the percentages of students who are at the Beginner level, Intermediate level, and Advanced levels of English language proficiency according to the NYSESLAT. Based on these results, curriculum is planned according to student's proficiency levels to ensure optimum student growth in acquiring the English language. Teachers are also informed of the ESL students' proficiency levels and they make modifications to their curricula according to those results. Administration of Spanish Lab for Spanish speaking ELLs is administered within the first 10 days of enrollment by the ESL teacher and Assistant Principal. ATS reports are generated to evaluate ELLs using their NYSESLAT scores. In addition, ATS reports are generated to determine ELL students eligibility. These reports are then analyzed by the Assistant Principal and the ELL teacher and then given to the content area teachers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. Our freestanding ESL program best fits the needs of our parents and students because 90% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at EL Puente best fits the needs and requests of the parents as well as the students. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students. Continued entitlement letters and transitional support parent notification letters are mailed at the beginning of the school year by the parent coordinator Rosie Fenten.
13. 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? 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 as per *Aspira Consent Decree*? Describe specific steps underway. (Refer to question six).  
After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. Our freestanding ESL program best fits the needs of our parents and students because 90% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at EL Puente best fits the needs and requests of the parents as well as the students. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
  - a. Freestanding ENL program.
    - a. ESL instruction is delivered throughout all core academic classes by infusing ESL strategies throughout the curriculum. All teachers receive professional development instruction on how to teach curriculum using ESL strategies. In addition, students receive mandated ESL instruction depending on their proficiency levels throughout the school day. ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language and it is integrated in 90% of the core classes. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL students to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio. Teachers use non verbal and context clues to provide meaning for instruction such as picture maps, demonstrations and graphic organizers. Content area teachers also break tasks into smaller "chunks" with frequent comprehension checks and they pre teach background knowledge, vocabulary, and concepts students need for each unit. The ESL teacher also uses the push in model in content classes where he provides extra support for ESL students.
    - b. The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

ELL students in the entering stages of language development receive 1 unit of study in ENL instruction per week, 1 unit of study of integrated ENL and ELA instruction, and 1 unit of study of integrated in content area instruction as required under CR Part 154 . All emerging ELL students receive 90 minutes per week of ENL instruction , 1 unit of integrated ENL/ELA instruction and 90 minutes of integrated ENL/content area instruction. All Transitioning ELL students receive 180 minutes per week of ENL instruction, 90 minutes of EN:/Content area instruction and 90 minutes of integrated ENL/content area instruction. All expanding ELL students receive 180 minutes of ENL instruction, and 1 unit of ENL/Content area instruction. All commanding ELL students receive 90 minutes of integrated ELA/content area instructon. All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help the ELL students. He attends content area department meetings to teach faciliatators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. Through pull outs the ESL teacher provides support in the content area for ELL students.

In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational

techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish and Arabic. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language. Focusing on the facilitation of vocabulary and vocabulary building help ensure students build their proficiency levels

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

ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL students to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio.

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

All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day. The students are assessed in all four modalities by the NYSESLAT exam. In addition, the ESL teacher assesses reading and writing by a teacher created DYO exam twice per year. The ESL teacher also uses mock NYSESLAT exams to assess listening and speaking.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Students who are identified as SIFE receive additional ESL instruction through tutoring, after school, Saturday Academy, and ESL push ins. The ESL teacher provides one on one instruction in the content areas in the students' native language so that the material is comprehensible and yet it also promotes their second language development. In addition to extra support in the content areas, students also receive additional ESL instruction which focuses on phonemic awareness, vocabulary building, and grammar instruction. As per CR Part 154 former ELL's are entitled to receive accommodations for two years after reaching proficiency. ELL's and former ELL's are entitled to Spanish- English translations as well as extended time on assessments.

b. Students who are in US schools less than three years also receive extensive English Regents prep to ensure they are prepared for the exam.

c. ELL students receiving services for four to six years need additional ESL instruction to help with language acquisition. Although

our ELL students from four to six years test at the Intermediate or Advanced levels on the NYSESLAT exam, they still struggle with

testing out of the program. As a result, our ESL instruction for this subgroup focuses on writing skills. Based on NYSESLAT results, this subgroup struggles the most with the writing modality. Therefore, they receive more intense writing workshops which focus on grammar skills, writing organizational skills, and the writing process. These workshops are also tailored to teach ELA Regents writing skills. In addition, an AM tutoring session is offered to this ESL subgroup students to help them acquire skills for the ELA Regents exam such as listening skills, writing about an informational passage, writing about two literary works, and writing a literary response based on a critical lens.

d. Long term ELL's also receive additional assistance. Support in instruction is provided via pull outs, push ins, and small group instruction. Continuous collaboration is ongoing between the content area teachers and the support personnel. Students receive intensive support in all content areas with a special focus on ELA to help prepare students for the Regents exam. Moreover, students identified with having special needs receive services identified in their IEP's as well as additional ESL push in support.

e. In partnership with a mentor/advisor these students will continue strengthening their English skills via narrative writing and research that speaks to needs present in their communities. They are taught how to conduct participatory action research.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Support services will be provided for students who may have been adversely affected by the reidentification process. Students will be provided with morning/after school and lunchtime tutoring. In addition, students will immediately be invited to attend Saturday School as well.

School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).

2. School reviews all documents related to the initial or reentry identification process detailed above.

3. School reviews the student's work in English and in the home language.

4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.

5. School consults with parent or guardian.

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

Teachers with newcomers, SIFE, long term or ELL's with special needs use a variety of strategies with students such as:

- \* providing good models of oral and written English
- \* developing higher ordered thinking and critical thinking skills
- \* cooperative/collaborative grouping
- \* emphasis on visual aids
- \* the use of Spanish/English dictionaries, learning centers and the use of the library
- \* teachers monitor patterns in proficiency levels and the four modalities
- \* We use the lexia program to support ELL student development
- \* No Glamour Language texts
- \* Instructional strategies include, scaffolding materials, visuals, vocabulary development, translated texts, tiered instruction
- \* We ensure ELL-SWD's receive all services mandated on their IEP's by meeting biweekly combining the ELL team with the Special education team to review student data and conduct student reviews

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

ELL students identified as having special needs receive additional instruction in partnership between the ESL teacher and the special education teacher. Through a series of push in/ pull outs both teachers work together to provide optimum instruction for special needs ELL's. By working together both teachers provide instruction that addresses all of student's needs. Also, additional support is provided during early morning tutoring twice a week for 45 minutes to address this subgroups needs. Title III funds are used for a targeted intervention program. Our target population is 36 ELL students from 9th through 12th grade from Beginner to Intermediate proficiency NYSESLAT levels. The program focuses on literacy circles through performing arts.

The activities and instruction will be project based. Students will write a play, short story, or poem to be performed to their parents and other young people. The reason for using performing arts is to fully engage students in an after school setting that is fun and interactive. We have individual schedules to ensure flexible programming to maximize the time spent with non disabled peers.

Chart

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note “other approved services” does not apply to New York City at this time.

Chart

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

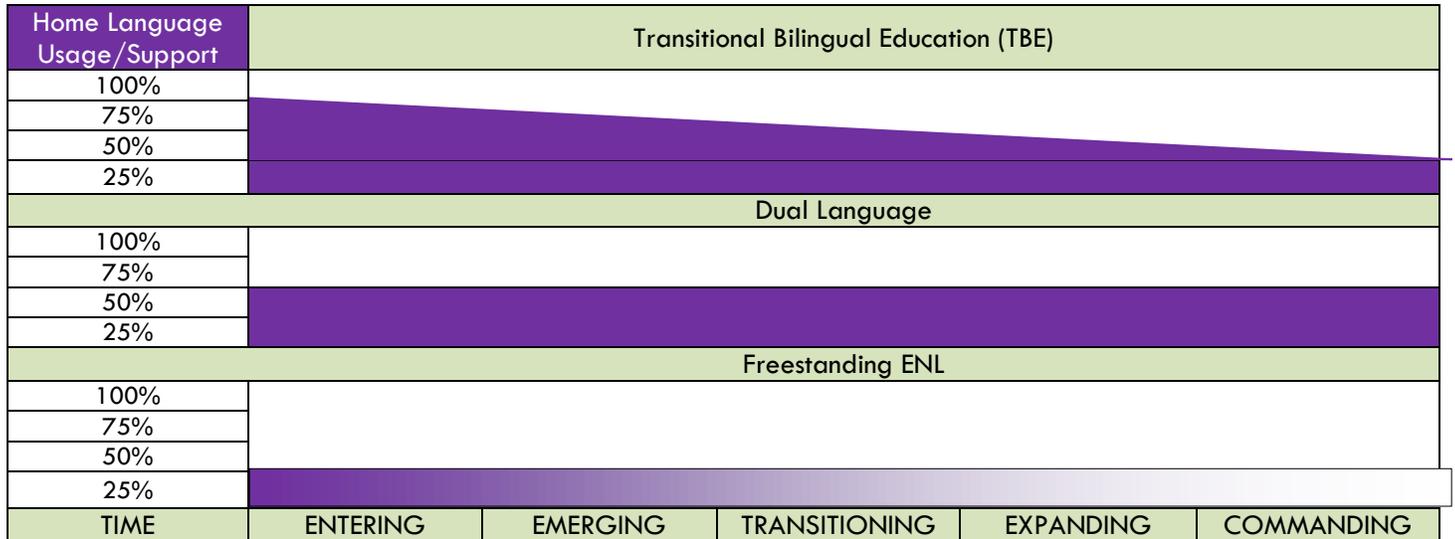


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Since we are a portfolio based school, we do not administer the MATH Regents exam. However, all students are required to complete and pass Math final portfolio assessments. Tutoring is offered every morning for our ELL Students and currently a Saturday program is offered as well. Supplemental Math labs were also designed to meet our student's needs. Targeted interventions for social studies include visual representations, translated texts, additional tutoring for ELL students. Targeted interventions for science include visual representations, translated texts, additional tutoring for ELL Students in Spanish.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Since we are a portfolio based school, we do not administer the MATH Regents exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 50% of all ELL senior students received a competent, 25% received a good and 12.5% earned an outstanding grade. In addition 80% earned a 65 or better in math. At the end of a trimester portfolio assessment, we observed that 60% of all ELL senior students received a competent or better in their English portfolio. At the end of the trimester portfolio assessment, we observed that 75% of students received a competent or better in their Science portfolio. At the end of the trimester portfolio assessment, we observed that 68% of students received a competent or better in their History portfolio. The assessment used is senior portfolio graduation level papers. We review this data once a trimester based on the portfolios that are presented.
12. What new programs or improvements will be considered for the upcoming school year?  
We are considering offering a drama based ELL course which will infuse literacy skills as well as speaking skills. Students will participate and perform dramatic skits based on a play they are reading and perform them for schoolwide events.
13. What programs/services for ELLs will be discontinued and why?  
No programs will be discontinued
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
After school programs are advertised in our school in English and the ELL student's native language. We also do a great deal of outreach and encourage our parents to motivate their sons and daughters to attend our after school programs. All ELL students are invited to all after school programs and translated versions of flyers are posted around the school. Students are invited to attend, the volleyball club, SSS, ESI, the breakdancing club, and the bike club. In addition, the ELL coordinator invites and encourages all students to attend after school programming.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
The instructional materials that are used are No-Glamour Language and Reasoning, Latino Boom and Luna Luna. Students have access to laptops and use various online programs such as the Lexia program and Compass Learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Beginner Students at times are allowed to participate in seminars using their native language because we want their opinions and ideas to be heard. We use the native language as a strategy and slowly transition to English for the student.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
We modify according to student's language proficiency levels and content being offered
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
We have orientations and summer institute prior to student attending which are facilitated by the ESL teacher and parent coordinator.
19. What language electives are offered to ELLs?  
A beginner and advanced Spanish course is offered, dance, drama, art, music, knitting, and vocal are offered.
20. For schools with dual language programs:  
a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.  
b. In which language(s) is each core content area taught?  
c. How is each language separated for instruction?  
d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
  1. All ELL personnel are strongly encouraged to attend ELL and Special Education workshops that are offered by the Department of Education and supporting networks. After the workshops ELL personnel are encouraged to turnkey what they learned to the ELL committee and or the school staff.
    - a. We have weekly Title III committee meetings where strategies and approaches are shared.
    - b. Once a week we have an Integrated Arts team which discusses ways the arts can be implemented into content courses and help with language development.
  - Pd dates are Mondays and Wednesdays
  - Topics for the month of September include: Curriculum night prep, curriculum development, integration of the arts, VIP supports, SESIS training
  - Topics for the month of October include: Attendance incentives, Holistic individualized process, ELL supports.
  - Topics for the month of November: Data analysis, portfolio preparation, and open school prep
  - Topics for the month of December: Portfolio presentations, portfolio process, supporting seniors
  - Topics for the month of January: MLA presentation, integrating courses, unity day workshops.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ELL teachers are encouraged to attend NYS consortium workshops to support the development of common core learning standards as well as DOE offered workshops. Specific workshops offered to teachers are Literacy across the curriculum, aligning common core standards to instruction in all the content areas, How do we support ELLs in Math and Science. These pd's will specifically support ELL teachers because they will focus on how to integrate ELL instruction in the content areas and align them to the common core standards. They will ask teachers to review the curriculum and directly connect the new common core standards to instruction with a specific lens on ELL teacher development.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Advisories are typically ELL based therefore discussing transitioning from High school to college is a topic of choice. Tea
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Advisories and counseling sessions which revolve around identity and the mission of the school are facilitated by staff. Prior to facilitating the course the staff is trained by our partnering community based organization whose mission is rooted in nurturing leaders for peace and justice by approaching education holistically via the development of the three domains which are Body, Mind and Spirit. Each student is assigned to an advisor and advisory.

On Mondays of every week we meet as an entire school staff and on Wednesdays we separate into Sankofa and Liberation Academies. Sankofa Academy consists of 9th and 10th grade staff and Liberation consists of 11th and 12th grade staff. Once a month a professional development workshop is offered to staff with a focus on ESL instruction such as understanding the NYSESLAT exam, reading and writing in all content areas. Sign in sheets are provided and maintained with the school secretary.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become active with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente and are given the opportunity to participate in our Saturday or after school language acquisition program designed for them and the School Leadership team which is made up of parents, parent coordinator and teachers. Translation services are provided by bilingual staff. If needed, the translation and interpretation unit will be notified.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
Parents attend various activities throughout the year including parent fun night for ELL parents. In addition, they attend a variety of performances created and performed by ELL students three times per year. The ELL parent Saturday workshops also increase parental engagement and are actively attended by parents. The parent coordinator is present at all events and activities and actively reaches out to all parents to encourage their presence.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
Our CBO El Puente, provides language instruction for both parents and students after school and on weekends. There is Spanish speaking staff present.
5. How do you evaluate the needs of the parents?  
We administer a survey to ELL parents at the end of the school year in both English and Spanish to gather information on their needs and how we can improve our program.
6. How do your parental involvement activities address the needs of the parents?  
Parents have requested language programs for themselves so that they can assist their child in learning English. We feel this is an important aspect of language development for young people. The parent coordinator is responsible for administering the survey and collecting survey responses.

### D. Additional Information

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

Paste response here:

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/16/15
	Assistant Principal		10/16/15
	Parent Coordinator		10/16/15
	ENL/Bilingual Teacher		10/22/15
	Parent		10/23/15
	Teacher/Subject Area		10/23/15
	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		10/16/15
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **14** School Name: **685**  
Superintendent: **Kathy Pelles**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Once students are enrolled, the ESL teacher and the Assistant principal look at Student's Home Language Surveys and keep a record of Parent's Preferred Language forms. All staff is made aware of the Parent's Preferred language and copies of anything sent home is sent in the parents preferred language. As a school founded by Latino community leaders, we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population is 90% Latino, 8% African-American, and 2% Caucasian, respectively. From our survey of parents, 40% of Latino parents/guardians needed translation services. A list of these findings were reported to staff during pd sessions. The ELL coordinator and Assistant Principal review the data from the HLIS and ATS at the beginning of the school year as well as when a student is a new admit to ensure proper translations protocol.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

100% of parents preferred language is either English or Spanish. As a result, all items are sent home in Spanish and they are translated for parents. At our school, 90% of our staff is fluent in Spanish. We have had various meetings in which we

have stressed the importance of our “Biliteracy Protocol” is enforced. The Biliteracy protocol requires that all major communication to parents in the domains of academic assessments, health, safety, legal matters, special education and ELL services be translated to Spanish. This also applies to one-on-one or group meetings with parents. Parents have been notified of their rights to be communicated with in a language they understand by correspondence and through various meetings such as “Freshmen Orientation” to general parent meetings held monthly.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All event flyers/letters sent home are sent home in both English and parents' preferred language as well as parent teacher conference announcements. The general curricular overview is provided to parents in their preferred language during curriculum night at the beginning of every trimester.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher conferences occur once every Trimester.  
Curriculum night- Sept 30<sup>th</sup> 2015  
Saturday ELL parent workshops- 1 every Trimester  
Schoolwide arts events- 1 every Trimester  
Informal meetings with parents typically occur 1 every two weeks  
Guidance counselors speak with parents every week dependent on the scenario

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Written translation services are provided by in house school staff. All materials are translated to Spanish for parents. The ELL Committee at our school is chiefly responsible for making sure that all postings/announcements/signs as well as all correspondence be done in Spanish and English. The team also makes sure that there are interpreters at all one-on-one and group meetings. The ELL committee also deals with issues of language acquisition, literacy, and competence within a social, political, and cultural framework. The group meets approximately four times a month. They handle all requests for translation of materials within the school. Parents have received a translated version of the translated Bill of Parents Rights and Responsibilities. The appropriate school signage and forms are provided in the languages required. We use in house school staff to translate material in a timely manner. Safety plan procedures are also provided in the languages necessary.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In house school staff provides oral translation services. The Biliteracy committee makes sure that they are interpreters or Spanish fluent speakers at all one-on-one and group meetings. When parents come to Parent-Teacher night they are met with facilitators who speak their language and serve as interpreters who navigate the world of school. Parents can request for translators at any meeting they have with school personnel

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Staff will be trained in a staff pd on the available translation services and over the phone interpretation services by using the Translation and interpretation Brochure.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents will receive the Bill of Parent Rights and Responsibilities sent home by the school, and at the entrance of the school there is a sign indicating the availability of interpretation services. The committee determines within 30 days if translation or interpretation services are required by a parent who speaks the covered eight languages. We do this by interviewing the parents and making them aware of their rights to these services. The committee ensures that all communications is provided in a timely manner in the primary languages of the parents. Important communication in the domains of academic assessments, health, safety, legal matters, special education and ELL services are translated to Spanish. The Biliteracy committee provides translators at every meeting with parents that need such services.

### **Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will administer a parent survey which will include questions directly requesting feedback on the quality of the translations and available services and whether their needs are being met so that we can restructure our program if necessary.