

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

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

**School Name:**                       **PELHAM PREPARATORY ACADEMY**

**Principal:**                           **CARLOS SANTIAGO**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Pelham Preparatory Academy School Number (DBN): 11X542  
Grades Served: 09-12  
School Address: 925 Astor Avenue; Bronx, NY 10469  
Phone Number: 718-944-3601 Fax: 718-944-3479  
School Contact Person: Carlos Santiago Email Address: CSantiago@schools.nyc.gov  
Principal: Carlos Santiago  
UFT Chapter Leader: Barbara Turk  
Parents' Association President: Eric Ewart  
SLT Chairperson: Carlos Santiago  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): Adrian Pastor  
Chinnel Hudson

**District Information**

District: 11 Superintendent: Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza  
Superintendent's Email Address: CStaple@schools.nyc.gov  
Phone Number: 718-741-5852 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

Bronx Borough Field  
BFSC: Support Center Director: Jose Ruiz  
Director's Office Address: 1230 Zerega; Bronx NY 10462  
Director's Email Address: JRuiz2@schools.nyc.gov  
Phone Number: 718-828-7776 Fax: 718-828-3113

## 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)
Carlos Santiago	*Principal or Designee	
Frances Esposito	*UFT Chapter Leader or Designee	
Eric Ewart	*PA/PTA President or Designated Co-President	
Theresa Garcia	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Chinnel Hudson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Adrian Pastor	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Patricia Williams	CBO Representative, Youth Leaders On the Move	
Ana Ozuna	Member/ Parent	
Gerda Joseph	Member/Parent	
Georgia Cyrilisma	Member/ Parent	
Therese Ann George	Member/ Parent	
Kimberlee Davidson	Member/ Assistant Principal	
Kerry Campbell	Member/ Assistant Principal	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

1.

### **Pelham Preparatory Academy's Mission Statement:**

Our student-centered learning community will empower students not only to become life-long learners, but also life-long leaders in their communities and the world.

Mutual respect, understanding, value for community and a quest for knowledge will serve as guiding principles for our students whose common goals include four year graduation, college acceptance, and preparedness for careers beyond college.

Seamless transitions will be fostered through our strong partnerships with The University of Vermont, College for Every Student (

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

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

As stated, Pelham Preparatory Academy enjoys strong partnerships with post-secondary institutions, notably the University of Vermont and Lehman College. The University of Vermont is unique as it includes a four-year comprehensive college-prep program, starting with freshmen and finishing with qualified seniors, who intend to matriculate at the University after high school. Students in this program enjoy enhanced financial aid and scholarship opportunities, as well as a support system unique to the partnership. Current students are exposed to the university through numerous workshops conducted at Pelham Preparatory Academy by the admission staff at the University of Vermont as well as some having the opportunity to visit the university free of charge.

In addition to our collaboration with the University of Vermont, we enjoy a strong partnership with the College for Every Student (CFES) program. CFES provides unique support as our students explore their three key principles: Pathways to College, Mentoring, and Leadership through Service. These principles consistently show up throughout our school activities, community service projects, college advisement, and most importantly, in the classroom setting.

2.

Our School strengths reside in our school motto, "The High School with a College View". We are a college preparatory institution. We specifically program our students around the model of college readiness in terms of offering students

four years of math and four years of science courses. We have several Advanced Placement classes for qualified students, as well as a Marine Biology program, which is a certified DOE college-level course. Our students are strongly encouraged to participate in College Now programs, offered both on college campuses and off. We fully understand and embrace the metric for college readiness as every student is prepared to earn his/her high school diploma with that thought in mind.

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

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

### 3.

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

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

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

## 11X542 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	493	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	14	# SETSS	14	# Integrated Collaborative Teaching	16
Types and Number of Special Classes (2014-15)					
# Visual Arts	1	# Music	7	# Drama	N/A
# Foreign Language	17	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	57.8%	% Attendance Rate			90.8%
% Free Lunch	61.5%	% Reduced Lunch			9.4%
% Limited English Proficient	2.3%	% Students with Disabilities			21.0%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			39.6%
% Hispanic or Latino	47.5%	% Asian or Native Hawaiian/Pacific Islander			4.8%
% White	6.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.08	# of Assistant Principals (2014-15)			2
# 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)			19.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.34
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	77.3%	Mathematics Performance at levels 3 & 4			51.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	82.4%	% of 2nd year students who earned 10+ credits			74.1%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			88.5%
6 Year Graduation Rate	93.5%				
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			YES
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				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
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.

Teachers work collaboratively in content teams during weekly meetings to align the curriculum to Common Core and Citywide Instructional Expectations. Through their work, curriculum and instruction is adapted to meet the individual needs of each of our students, particularly students within all subgroups.

However, teachers need more time to work in teams and more time to work on adapting the curriculum and instruction as well as plan to implement academic intervention services.

### Part 2 – Annual Goal

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.

By strengthening students literacy skill, the End of Year (EOY) MOSL ELA performance assessment will increase by 2%, from 25% to 27% for 10<sup>th</sup> grade students by June 2016.

### 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><b>Content Team Time PD / Inquiry-</b></p> <ul style="list-style-type: none"> <li>• Schedule meeting time into teacher/school schedule.</li> <li>• Professional development to train staff on use of protocols to be utilized in conducting inquiry.</li> <li>• <i>Engage in cycles of assessment-monitoring-adaptation aimed at improving teacher practice while adapting curriculum and instruction to improve student performance. The focus of this work will be on creating and implementing rigorous instruction that will show growth through the synthesis and analysis of information gathered from various sources as described in our instructional focus.</i></li> <li>• Train staff on use of Google Apps for Education.</li> <li>• Create school staff Google site to share, store and maintain agendas, materials and other resources.</li> </ul>	<p>All students</p>	<p>Sept. - June</p>	<p>Assistant Principal, PD Committee, and  Pedagogical staff</p>
<p><b>Grade Team/Parent Engagement-</b></p> <ul style="list-style-type: none"> <li>• ●Meetings will be held on Tuesdays.</li> <li>• Train staff on protocols to be utilized in identifying students in need of AIS and creating innovative ideas to help students succeed.</li> <li>• Arrange for opportunities to engage/empower parents to be partners in improving student performance.</li> <li>• Train staff on use of Google Apps for Education</li> <li>• Create school staff Google site to share, store, and maintain agendas, materials and other resources</li> </ul>	<p>Students in danger of failing a course, off-track students, particularly ELLs and students with disabilities</p>	<p>Sept. - June</p>	<p>Assistant Principal, PD Committee, Guidance staff, and Pedagogical staff</p>
<p><b>PPA Learning Community-</b></p>	<p>All students</p>	<p>Sept. - June</p>	<p>Principal, PD Committee and Pedagogical staff</p>

<ul style="list-style-type: none"> <li>• Meeting times will vary to allow access for all staff.</li> <li>• Survey staff to identify topics of interest/need.</li> <li>• Arrange/organize workshops.</li> <li>• Create school staff Google site to share, store and maintain agendas, materials and other resources.</li> </ul>			

**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.

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

**Part 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		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.

January 2015:  
 Grade and content teams will have deliverables (evidence) of the work done. Evidence will include agendas, documents created, quantitative/qualitative data of improved student performance. As a result of the pedagogical work to strengthen instruction, evidence of student progress will be measured by an increase of 2% in course pass rates from the 1st marking period grades to the 3rd marking period grades.  
 By the end of January 2015, PPA Learning Community will have conducted at least three workshops and have evidence archived in Google Drive.

**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.

During past quality reviews, supervisory visits, and other similar visits by various individuals and/or organizations, students have stated that Pelham Prep is a family environment where each student feels connected to, at least, one adult.

The student mentoring program has also shown that more than 90% of students that were paired with a mentor during their freshman year went on to graduate in four years. This was not the case for at risk students that were not paired with a mentor during the freshman year.

While the CFES program is successful, it is limited in its scope as it is unable to include all the students in the school.

### 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.

By June 2016, the College For Every Student Leadership Program will increase participation from one grade level to all four grade levels and increase student involvement from 30 students to 100 students.

### 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>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>A leadership team will be created on every grade level. This team will be the voice of the students they represent and will assist in organizing activities and functions aimed at creating a more supportive and challenging environment for all students.</p>	<p>All students</p>	<p>Sept. - June</p>	<p>Assistant Principal, CFES Team</p>
<p>Identify student mentors and train them on CFES mentoring strategies.</p>	<p>9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> grade students</p>	<p>Sept. – Dec.</p>	<p>Assistant Principal, CFES Team</p>
<p>Identify students in need of mentors and match them to mentors.</p>	<p>At-risk students including all sub-groups</p>	<p>Sept. – Dec.</p>	<p>Assistant Principal, CFES Team</p>
<p>Organize and carry out CFES activities, such as “Ice Cream Social”, peer mentoring, peer-tutoring, etc.</p>	<p>All students</p>	<p>Sept. - June</p>	<p>Principal, Assistant Principal and CFES Team</p>

**Part 4 – Budget and Resource Alignment**

<p><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.</p>											
<p>Organize time for CFES team to meet. Program/schedule time for CFES leadership team (students) to meet. CFES (College for Every Student) partnership. Organization provides ongoing leadership training to students and adults.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	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**

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

**Part 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 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.

Over the past three years, Pelham Prep began the work of creating a forum for teachers to undergo professional development while collaborating with each other to improve their teaching practice. Teachers now have three venues to accomplish this work, Common planning time weekly PD, Bi-monthly Grade team/parent engagement meeting time and PPA Learning community.

**Part 2 – Annual Goal**

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, M measurable, Achievable, Relevant, and Time-bound.

**By June 2016, all teachers will have participated in a minimum of one inter-visitiation cycle to collaborate with their colleagues.**

**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 teacher-parent collaborations to improve student achievement.</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>
<p><b>Learning Partners Plus Model Teachers and Content Team leaders will be undergo training provided by Office of Teacher Effectiveness on conducting cycles of intervisitiation.</b></p>	<p>All students</p>	<p>Sept. – June</p>	<p>Assistant Principal, PD Committee,  Pedagogical staff</p>

<b>Model Teachers and Content Team Leaders will turn-key training to their respective teams.</b>	All students	Sept. - June	Model Teachers, Content Team Leaders and pedagogical staff
<b>Content teams will engage in cycles of intervisitation to include every team member.</b>	All students	Sept. - June	pedagogical staff, admin will support

**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.											
<p>Learning Partners Program- Chancellor’s initiative for schools to share, collaborate and inter-visit.          Google Apps for Education, including Drive space and gmail accounts for all staff and all students.          Chrome Books for staff to share and access info via Google Apps for Education.          Teacher/School schedule to allow for meeting time.          Coach provided by Office of Teacher Development</p>											
<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		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**

<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.
By February 2015, 100% of teachers will be a part of a team (content and/or grade) and be a direct participant of the work.
By February 2015, all Model teachers and Content Team Leaders will have undergone professional development on engaging in cycles of intervisitation.
By February 2015, the Model teachers and Content Team Leaders will have engaged in, at least, three intervisitations.
<b>Part 5b.</b> 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**

- 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.
- 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.

Administrative team currently uses Teachboost to document observations and share with teachers. However, the turnaround time to provide the Advance observation form is delayed as forms have to be synced from Teachboost to the Advance system. Only 55% of teachers were viewing their full observation reports directly on TeachBoost and waited to receive their final Advance report. Viewing directly from TeachBoost would have allowed staff to see their reports within three days. According to the 2014-2015 Quality Review, "Teaching strategies are aligned to the curricula and reflect the use of Danielson Framework for Teaching and the instructional shifts. Across most classrooms, there is consistent use of multiple entry points and challenging tasks for students in all grades". Administrative team needs to work to ensure that multiple entry points are instituted consistently across all classrooms.

### **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–Effective School Leadership. 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.

By June 2016, the school leadership will implement frequent observations of teacher practice and provide targeted feedback for the purpose of improving pedagogy to increase by 5% the average rating on Danielson's Framework (3D) - Using Assessment in Instruction.

### **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>• 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>	<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>
Administrators will norm the observation process. This includes tagging to the Danielson framework, completing the observation form on TeachBoost (online observation system), syncing to Advance and sharing with teachers.	All students	Sept. – June	Administrators
Administrative team will undergo training on TeachBoost and Advance.	All students	Sept. – June	Administrators
Administrators, in collaboration with model teachers and PD committee will work to provide PD on conducting ongoing assessments in the classroom.	All students	Sept. – June	Administrators, Model Teachers, and PD Committee
Teacher TeachBoost accounts will be linked to their individual Gmail accounts on the school's Google domain, which will enable teachers to view their full observation report via email as soon as the report is completed by the administrator.	All students	Sept.	Administrators & Google Admin (teacher-leader)

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

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

**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 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.

Parent turnout to parent association meetings is low.

School offers multiple workshops throughout year to inform parents about college and career readiness, new student orientation and other related topics. However, parents with students at different grade levels would like individualized sessions. PA meetings averaged only 10 families per meeting during the 2014-2015 school year. While the Quality Review indicated that school culture was an area of celebration and stated that parents felt "supported with focused goals and knowledge that their student is provided guidance supports to ensure that their educational experience is preparing them for the next level", parents did express their desires to have more activities tailored to specific grade levels, primarily on the 9th and 10th grade level to better prepare them to support their children in the higher grades.

### 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.

By 2016, working closely with the Parent Association, there will be a 30% increase in parent participation, from an average of 10 families per event or meeting to an average of 13 families per event.

### 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>• 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>	<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>
Conduct grade level orientations/meet-n-greet for parents at start of school year.	All students	Sept. – June	Administrators Guidance staff
Offer info sessions/workshops to parents in conjunction with school’s partner organizations.	All students	Sept. – June	Administrators Guidance staff
Work with Parent Association President to increase parent turnout to PA meetings and other school functions.	All students	Sept. – June	Administrators SLT PA association Student Council (student leadership program)

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

**Part 5 – Progress Monitoring**

<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.
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By the end of the year, Parent turnout at PA meetings will increase by 30% from an average of 10 families to 13 families per meeting. By February 2016, there will be an increase of 15% from 10 to 11 families per meeting. Info sessions/meet-n-greet done in Sept./Oct. There will be one individualized session per grade level. Two parent workshops will be offered by January 2016.

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

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

## Section 7: Title I Program Information

### Directions:

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

- Our professional Development & Inquiry program is composed of three parts as explained below. These three items will support our instructional focus for the 2015 academic school year, which is to enable students to "develop the ability to synthesize and analyze information gathered from various sources to strengthen both verbal and written argument(s), which will translate into stronger listening, speaking, reading and writing skills". Progress will be measured by comparing the MoSL ELA Performance Assessment Baseline to the End-of-Year Assessment as well as through cycles of inquiry performed by content teams and through our collaboration in the Learning Partners Program as a partner school.

- **Content Team Time PD/Inquiry-** Weekly meeting for staff to meet by content and/or whole staff to engage in professional development and/or a cycle of assessment-monitoring-adaptation aimed at improving teacher practice while adapting curriculum and instruction to improve student performance. The focus of this work will be on creating and implementing rigorous instruction that will show growth through the synthesis and analysis of information gathered from various sources as described in the instructional focus.
- **Grade Team/Parent Engagement-** Weekly meeting for staff to meet by grade team and/or whole staff to address the needs of students in danger of going off track and students who are off track by working together to implement Academic Intervention Supports while working hand-in-hand with parents. This intervention will focus on educating parents to support their children in realizing our instructional focus as well as provide students with additional services aimed at enabling students to achieve the skills/abilities identified in our instructional focus.
- **PPA Learning Community-** Ongoing series of workshops offered during varying times to ensure that all staff has access. Workshops will be facilitated, primarily, by teacher leaders and will be a venue for teachers to share, collaborate and inter-visit affirming the age-old adage "the answer is in the room". Some of the topics to be covered will include All Things Google, Skedula/PupilPath, Differentiation, and Assessments. These series will be offered, at least, once per month beginning in October. The focus of this work will be on creating and implementing rigorous instruction that will better prepare all of our students for college and their future careers. These PD sessions will aim to provide our pedagogical staff with the strategies, and tools they need to support students in meeting the goals set forth in our instructional focus.

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Professional Development committee will work closely with administrative team to help guide the work the school does with regards to assessments and PD offered.  
 Each teacher team will have a facilitator that will coordinate and document the progress of the team including the creation of agendas and archiving of deliverables, including materials and resources. The facilitator will be the voice of the team in selecting assessments, and PD topics to be offered.  
 Teachers also reflect and give input throughout the observation process as to what areas they feel will improve their practice to, ultimately, improve student performance.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	296,466.00	x	Section 5A, 5B, 5C, 5D, 5E, & 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,915,152.00	x	Section 5A, 5B, 5C, 5D, 5E, & 6

**<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) Template**

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement

policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

### School-Parent Compact (SPC) Template

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

#### **I. School Responsibilities:**

Provide high quality curriculum and instruction consistent with Common Core 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 to 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: _	DBN: <u>11X542</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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: _____

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

## Part C: Professional Development

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

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

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

### Part C: Professional Development

Building Vocabulary and implement Common Core-Aligned Units for High School ELLs. Professional Development days include but are not limited to February 2, 2015 (fully day) and June 4, 2015 (full day) with topics including aligning instruction and assessments to the school's instructional focus with an emphasis on Teaching Academic Language to ELLs', Teaching ELL's in the Content Area and Supporting ELLs' Literacy Development.

### Part D: Parental Engagement Activities

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

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

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

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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>11</b>	Borough <b>Bronx</b>	School Number <b>542</b>
School Name <b>Pelham Preparatory 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>Carlos Santiago</b>	Assistant Principal <b>Kimberlee Davidson</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher	School Counselor <b>Joshua Javer, Carolina Leroy</b>
Teacher/Subject Area <b>Constance DiPiazza/Science</b>	Parent <b>Sikander Ali Patwary</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related-Service Provider <b>Frances Esposito</b>	Borough Field Support Center Staff Member <b>Richard Petrone</b>
Superintendent <b>Carron Staple</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 <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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]	3	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> 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]	0	Number of special education teachers with bilingual extensions	0

**D. Student Demographics**

Total number of students in school (excluding pre-K)	525	Total number of ELLs	10	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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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>	10	<b>Newcomers</b> (ELLs receiving service 0-3 years)	6	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<b>Long-Term</b> (ELLs receiving service 7 or more years)	2

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>	6	0	2	2	0	1	2	0	2	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										4	2	2		0
Chinese														0
Russian														0
Bengali										1				0
Urdu														0
Arabic											1			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)														0
<b>Emerging</b> (Low Intermediate)										1				0
<b>Transitioning</b> (High Intermediate)										2	1	1		0
<b>Expanding</b> (Advanced)										2	2	1		0
<b>Commanding</b> (Proficient)										1	5	2		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										1	5	2		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	5	2		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	9			
Integrated Algebra/CC Algebra	5		3	
Geometry/CC Algebra	1			
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	4			
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	3			
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.  
The school uses data from ELA MOSL, NYSESLAT and NYSITELL results, Regents Tests results, and NYC Performance Test to assess literacy skills of the ELLs. This data provides the levels and proficiency of the ELLs in the four modalities and in different content areas. This information will help all teachers to focus on the skills needed by ELL students to become more proficient in all modalities.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
NYSESLAT and NYSITELL data reveal that most students score higher in the listening and speaking modalities. Data patterns also reveals that more attention needs to be given towards improving reading and writing skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Based on the data, instruction for ELLs will be more focused on strengthening the students' reading and writing skills.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?
    - ELLs in the school prefer to take tests in English rather than in their home language.
    - School leadership and teachers use the results of different combinations of assessments to target instruction to the learning needs of every child. Using the results of the different assessments, teachers and school leadership can make thoughtful decisions about curriculum, instruction, and professional development.
    - Based on the results of the different assessments, school is learning that ELLs need more help in Reading and Writing. ELLs are provided with glossaries, bilingual dictionaries, and texts written in their home language (if available) to ensure student success in all content areas.

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](#).]  
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?  
Based on the results of the NYSESLAT/NYSITELL, Regents exams, MOSL, ELLs struggle in the two modalities (Reading and Writing). These results help teachers adjust their instruction/curriculum to better meet the student needs to improve their reading and writing skills. Teachers provide additional support/scaffold by taking into consideration the student's educational history/cultural background in planning instruction. For example, teachers incorporate strategies such as the use of double-entry journals, collaborative annotation and Google classroom. The home language of each ELL is used when necessary. For example, students taking state assessments, such as Regents receive instructional preparation utilizing the tests in both languages (English and the home language). Glossaries are provided in the student's home language to assist during daily activities.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the 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?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
School leadership and teachers are constantly monitoring the progress of the ELL students by looking at student work (journals, essays) and individual teacher assessments to meet student needs. Parents, students and staff meet periodically to review the student's progress and adapt the instructional program to maximize student achievement. The school evaluates the ELL programs by examining the NYSESLAT results, MOSL ELA, and Regents exam results. 2015 NYSESLAT results show that 60% of ELLs reached Commanding level.

## 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.  
Parents of students who enroll in the NYC school system for the first time are asked to complete the Home Language Identification Survey (HLIS) that is administered by the ENL teacher, Ms. Virna Feliciano, or by a trained pedagogue. On the HLIS, if parents indicate a language other than English, the ENL coordinator along with trained staff conducts an informal interview with the parent and the student to determine the student's home language and former level of education. If there is no member or staff that speaks the language of the parent, a translator is sought to assist in communicating with the parent. The ENL coordinator then administers the NYSITELL, and the Spanish Lab as needed. Answer documents are scanned into ATS via the attendance scanner within 10 school days of enrollment to determine the student's level of English proficiency. Within 5 school days of ELL determination, schools will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. ELL is placed within ELL program within 10 school days but parents can appeal the ELL status within 45 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).  
Schools have 30 days to identify SIFE status of students who are identified as ELLs. SIFE status determination begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. The Oral Interview Questionnaire is used to identify if an ELL has had a gap of two or more years in their formal schooling. Literacy Evaluation for Newcomer SIFE (LENS) is administered for students whose home language are Arabic, Bengali, Chinese, Haitian Creole, or Spanish.
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).  
When identifying newly enrolled students with IEPs, the LPT members including school leaders (Kimberlee Davidson), the IEP coordinator (Francis Esposito), the ENL coordinator (Virna Feliciano), guidance counselors (Joshua Javer, Carolina Leroy) and the students' parents/guardians thoroughly review all students' transcripts and history on SESIS to ensure students receive appropriate mandated services. A qualified interpreter or translator of the language the parents/guardians best understands will also be present at the meeting. The LPT determines whether a student may have second language acquisition needs or whether the student's disability is the determinant factor affecting the student's English proficiency. The LPT recommendation is sent to the principal for review. If the principal rejects the recommendation, the NYSITELL is immediately administered to the student. If the principal accepts the

recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. The parent/guardian will also be notified within 3 school days of the decision. The superintendent or the designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines the student must take the NYSITELL, the school has 5 additional calendar days to administer the NYSITELL and to notify the parent or guardian. Student takes the NYSITELL to determine ELL status.

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.  
After NYSITELL is scanned and scores are determined, school leaders work directly with the ENL coordinator to ensure that parent notification letters in the parents' preferred language are distributed within five school days.
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).  
When the school has determined the ELL status of students based on HLIS and NYSITELL data, parents will be informed by the ENL Coordinator in their preferred language of this determination. They will also be informed of the right to appeal the ELL status determination within 45 school days of enrollment. Copies of letters are filed in the Assistant Principal's office overseeing the ENL program.
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.  
Following the NYSITELL, notification letters will be sent to parents within 5 school days of ELL status determination. The ENL coordinator and/or trained staff will schedule and conduct a parent orientation during which the video describing the three programs offered by NYCDOE are shown (Transitional Bilingual Education-TBE, dual language, Freestanding ENL). Parents then complete and sign the Parent Survey and Program Selection Form (in the parents' preferred language) within 5 school calendar days. If the parent does not return the form within 5 school days, the student must be placed in a bilingual program if one exists in the school. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. The school will inform the parents if their program choice is not available in the school and provide them of the options of keeping the students enrolled at the current school or transfer the student to a school where the parent's selection is available. Schools will contact the DELSS to coordinate the transfer with the Office of Enrollment. If parents select TBE, their names will be added to a list of parents requesting TBE. When a list has 15 students in two contiguous grades for middle school or 20 students in any single grade
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
Initially, the school mails and also backpacks the survey and the Selection Form letters (in the parents' preferred language) to parents. At the same time, the ENL teacher, along with the assistance of office support staff, contacts parents and sets up appointments with parents. Parents are given a brief workshop on making a selection. The survey and the Selection Form letters are filed in student files by guidance department. A copy is also maintained by the Assistant Principal supervising the ENL program. For parents who have previously chosen TBE/DL program, the school will contact the parents when the programs become available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parents are strongly encouraged to complete the Parent Survey and Program Selection forms (in parents' preferred language) during ELL parent orientation or within 5 school calendar days. However in the rare case when a form is not completed and returned, phone calls are made by the office support staff/ENL coordinator to ensure parents are aware of the importance of completing and returning the forms.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Once placement has been determined based on NYSITELL data and Parent Survey and Program Selection forms, school leadership works directly with the ENL coordinator to ensure that parent notification letters are distributed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation for each child is filed in each student's cumulative files by the guidance department. A copy is also maintained by the Assistant Principal supervising the ENL program.
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.  
In the spring of every academic year, all ELL students who are eligible based on the ATS (RLAT) report will be administered the NYSESLAT. The ENL coordinator, Ms. Virna Feliciano, will ensure that the 4 sections of the NYSESLAT be administered in order to generate a valid score and proficiency result. Each section of the NYSESLAT will be administered during the students' ENL class. She will make phone calls for students who are absent and provide make-up tests. Based on the modalities (scores) for each child, instruction is adapted to best meet the needs of each individual.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Once placement has been determined based on NYSESLAT data and ELA Regents data (if applicable), school leadership works directly with the ENL coordinator to ensure that parent notification letters (in the parents' preferred language) are distributed.

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).

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

## 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.

We offer a Freestanding ENL (Stand-Alone) program taught by a certified ESL teacher. The ELLs are scheduled for ENL instruction heterogeneously during one period each day. The students are then grouped homogeneously for additional period(s) based on their proficiency levels. The school does not have Integrated ENL.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?

All ELLs receive the mandated minutes of ENL instruction for each proficiency level. Entering ELLs receive 540 minutes, Emerging ELLs receive 360 minutes and Transitioning ELLs receive 180 minutes of ENL. Expanding ELLs receive 180 minutes of ENL and ENL/Core Content Area. Commanding ELLs receive 90 minutes of ENL. The ages and grade levels of ELLs are taken into consideration by the ENL teacher, guidance, and administration when deciding placement and services along with the instructional/learning needs of each individual student.
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.

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

Home language support (translated text, bilingual dictionaries, buddy system) is provided in all subject areas to increase student comprehension. In addition, the ENL teacher provides one-on-one tutoring during the school day as well as after school, as needed. The Spanish LAB can also be used to support in instructional planning to ELLs whose home language is Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Based on the analysis of NYSESLAT data, the ENL teacher is continuously evaluating all four modalities of English acquisition in everyday instruction. Teachers provide instruction using different materials utilizing speaking, reading, writing, and reading skills in order to ensure progress is being measured in four modalities. Teachers provide everyday formative assessments such as exit slips, learning/response logs, discussions, constructive quizzes to collect evidence of student learning. Diagnostic assessment such as the MOSL ELA, are also used to evaluate ELLs at the beginning and end of the schools year.

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

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

a. SIFE students are invited to attend one-on-one tutoring during the school day as well as after school.

Home language support is provided to strengthen literacy in their home language. The ENL teacher works on explicit academic vocabulary building. Guidance counselors work with SIFE students to support their social-emotional progress. SIFE students also develop higher order thinking skills through sorting, analyzing, synthesizing reading passages appropriate to their comprehension level. The students' progress is evaluated regularly to determine appropriate interventions.

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

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

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

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

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.

Within 45 school days of enrollment, the ELL Identification Process can be administered a second time for students who have been misidentified as ELL or non-ELL. The school will initiate the review of the ELL status determination upon receipt of the written request from any of the following: a student's parent/guardian, a student's teacher, a student 18 years of age or older. The school then reviews all documents related to the initial or reentry process. Then, the school reviews the student's work in English and in the home language. The school may administer the NYSITELL if the original determination is not to administer. The school then consults with the parent or guardian. The school then conducts and reviews the results of a school-based assessment administered by the ENL coordinator of the student's abilities in the 4 modalities. Based on the recommendation of the ENL coordinator, the school principal determines whether to change the ELL status or not. Parents will be sent a written notification in the parent's preferred language of the decision. No further actions are needed if there is no change in the ELL status. If there is a change, the signed principal's recommendation and relevant documents are sent to the superintendent. The superintendent's written notification of the decision is then sent to the principal, parent/guardian, and student (if he/she is 18 years or older) within 10 school days of receipt of documentation. Between 6 and 12 months from the date of the superintendent's notification, the principal reviews the Re-identification process to ensure that a student's academic progress is not adversely affected by the determination process by making sure that the student is receiving all mandated courses and classwork in a timely manner and that additional supports are in place to ensure a smooth transition.

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?

ELL-SWDs are served as per their IEP. In all content area classes including SETSS, content is being reinforced across the curriculum throughout the day as teachers strategically co-plan and provide all mandated testing accommodations in order to accelerate English language development. The IEP coordinator and the guidance counselors ensure that ELL-SWDs receive appropriate ENL instruction and appropriate flexible program as detailed on their IEP. During the student's IEP meetings, the student's

Chart progress is discussed and collaboration is ensured by all team members (i.e. Special Educator, ELL Teacher, Psychologist, General Education Teacher). In addition, team members provide input about the student's individual needs and some of these services may include speech, occupational therapy, and physical therapy. To support a student whom may require mandated bilingual instruction, the student's paraeducator supports his/her instruction by translating and additionally modifying the content based on his/her IEP.

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?

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

### 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*
Chart	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 DUALY 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(u) 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.

**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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

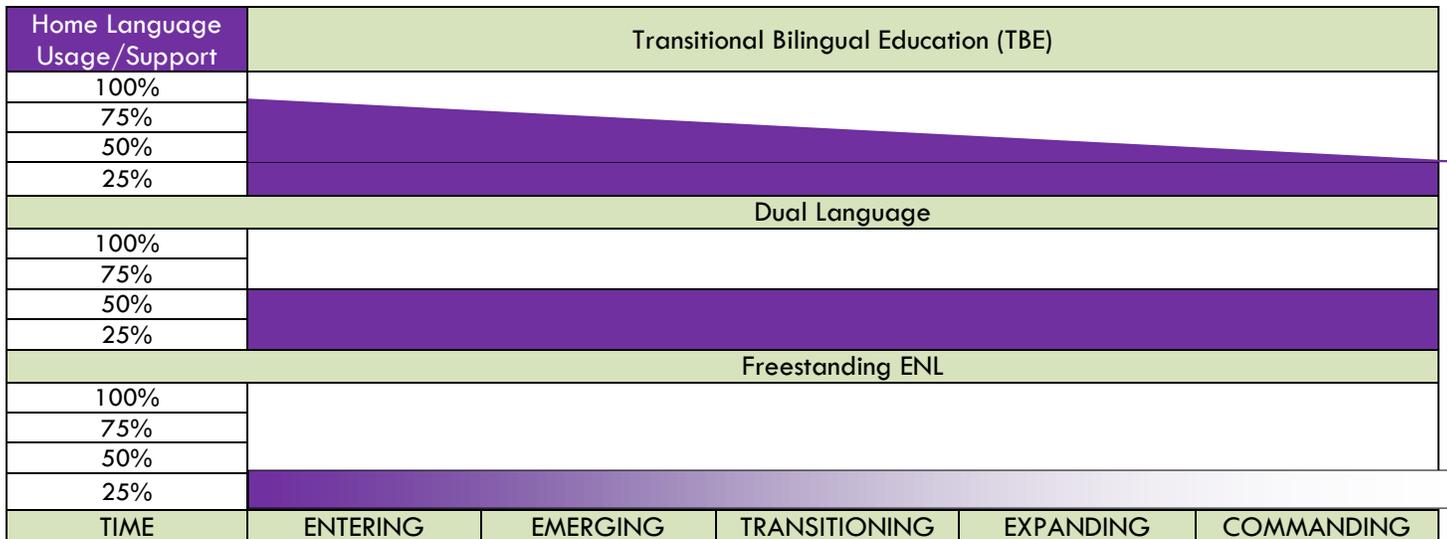


\*Note: “other approved services” does not apply to New York City at this time.

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. The targeted ELL subgroups are all ELL students whose NYSESLAT test scores did not show or showed little improvement in the reading and writing modalities. There are also students who take Regents Exams repeatedly and have trouble attaining passing scores. ENL and content area teachers work collaboratively to ensure progress. ELLs in ELA, math, and other content areas are given extra help through tutoring by peers or by teachers. Tutoring using the student's home language is also provided if needed.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
The ENL program focuses on helping students gain/improve skills they need to be successful in their content area classes. The program supports the academic needs of the ELL students. All content-area teachers are provided with data that identifies all ELL students in the school and their corresponding proficiency levels and testing accommodations. Teachers are also given assessment data based on the four modalities in order ensure classroom practice meets the specific needs of each ELL student.
12. What new programs or improvements will be considered for the upcoming school year?  
Instructions will continue to be more aligned with the Common Core Learning Standards with the focus on supporting ELLs as they develop domain specific language in their content area classes.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are invited/encouraged to join in afterschool activities (school band, sports teams), tutoring programs in all subjects conducted by teachers, TRIO (The Lehman College Educational Talent Search Pathways to College Program), field trips to performances, visits to colleges and Opening Act (campus-wide after-school theater program).
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 ENL teacher has access to rooms with Smartboards, online programs including Datacation/Skedula, StudyIsland and Quia web. These allow the teacher to provide students with audio/video pieces, as well as to implement interactive experiences through games, and other activities via the internet. Library and reference materials are also provided in the classroom. Books and other textbooks used in class are determined based on the particular needs of the ELL population. Bilingual dictionaries and glossaries are also utilized. Content books and content glossaries written in the student's native language (if available) are also provided.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In the ENL class and in all content-area classes, students are provided maximum home language support. Materials include: bilingual dictionaries, translated texts, glossaries, and exams in their home language if applicable. Students are instructed on dictionary skills and are encouraged to utilize them.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services correspond to ELLs' ages and grade levels because grade and age appropriate materials are provided and used. Students are exposed to resources that will prepare them for college and career readiness and life after high school.
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).  
Prior to entry to the school, incoming 9th grade ELLs are offered a seat in the Bridge Program. This program helps incoming freshmen to have a smooth transition from middle school to high school. If possible, students entering the upper level grades (10-12) are offered seats in summer school, if necessary, prior to their start at the school. Newly enrolled ELLs who come into the school throughout the school year are offered support through mentoring system.
19. What language electives are offered to ELLs?  
Spanish language classes are offered to ELLs.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## 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.)  
All teachers of ELLs and all ELL personnel are encouraged to attend professional development sessions in order to support ELL students. School personnel attend workshops sponsored by the DOE in order to remain current about initiatives pertaining to ELL Policy. The ENL teacher regularly attends professional development offered by DELLS and the Borough Field Support Center in order to support the language development of ELLs with a focus on ENL progression.
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?  
Professional developments given by the Bronx Borough Field Support Center and DELLS are offered to teachers of ELLs. Teachers attend LPP (Learning Partners Program) to promote collaboration among teachers.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The ninth-and-tenth-grade guidance counselor regularly attends professional development about how to plan workshops in order to assist freshmen with the transition from middle to high school. This information is shared with staff members who work closely with those students transitioning in to high school. The ENL coordinator meets with the freshmen teachers in order to discuss the performance levels of all incoming ELL students.
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.  
Assistant Principals, teachers and other staff members working with ELLs receive an individualized professional development program tailored to their specific needs in providing services and assistance to ELLs. Professional development is provided by the Senior ELL Compliance Specialist, Interschool Teacher Development Coach, DELLS, the Borough Field Support Center as well as the Learning Partners School Support Program. Teacher teams common planning time is also held twice a week for all staff to discuss strategies/plans to help students meet the Common Core Learning Standards. The ENL teacher regularly meets with general content teachers, guidance and school leaders to discuss ways of addressing the needs and progress of ELLs.  
All teachers are offered opportunities to attend workshops offered by the Interschool Teacher Development Coach, DELLS and the Learning Partners Program. Support staff from the Borough Field Support Center periodically come to the school to give ELL training. Attendance and agendas are kept to record professional development activities.

### 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?

Parents of ELLs are called to come to school to discuss language development progress/needs and proficiency levels of the students in all content areas; interpreters are provided when needed. The school calls the Translation and Interpretation Unit if parents require an interpreter for any language that is not spoken by the school staff.

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.

Parent outreach is done based on the needs of the parents (in person meetings, phone calls, letters). Records for individual meetings are kept in the attendance/guidance office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Parents of ELL students are invited to an annual potluck/meeting initiated by the ENL teacher.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The ENL teacher promotes adult education offered by the OACE (Office of Adult Education) of the NYCDOE to ELL students/parents. Parents are informed of any workshops offered by the DOE/or other Community Based Organizations.

5. How do you evaluate the needs of the parents?

We evaluate the needs of the parents based on their responses to the school's correspondence (e-mails, phone calls, letters), during school conferences, and based on their responses on school forms (medical form, lunch form).

6. How do your parental involvement activities address the needs of the parents?

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

Parents are welcomed to our school through the initial parent orientation, and a minimum of two parent meetings a year. In addition, parents are invited to attend Parent Association Meetings. Parents are also given a choice about their preferred language of communication. All parent concerns and needs are addressed promptly. All pertinent records are kept by the ENL Coordinator and maintained by the Assistant Principal supervising the ENL program.

School surveys, medical forms, and lunch forms help us determine the needs of the parents.

### 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.



**School Name: Pelham Preparatory Academy****School DBN: 542**

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)
Carlos Santiago	Principal		9/18/15
Kimberlee Davidson	Assistant Principal		9/18/15
	Parent Coordinator		
Virna Feliciano	ENL/Bilingual Teacher		9/18/15
Sikander Ali Patway	Parent		9/18/15
Constance DiPiazza	Teacher/Subject Area		9/18/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Joshua Javer, Carolina Leroy	School Counselor		9/18/15
Carron Staple	Superintendent		9/18/15
Richard Petrone	Borough Field Support Center Staff Member _____		9/18/15
Francis Esposito	Other _____		9/18/15
	Other _____		1/1/01
	Other _____		1/1/01

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 11x542      School Name: Pelham Preparatory Academy**  
**Superintendent: Carron Staple**

**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.learn DOE.org/tiu/lac](http://www.learn DOE.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.

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

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

English, Spanish, Arabic, Korean,

## **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 calendars, parent-teacher conference announcements, after school programs information, New York State testing dates, general overview of student curriculum, and letters from school.

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.

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

## **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.

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

2. Describe 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.

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

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

---

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 is trained/informed of services and protocols during professional development meeting.

#### **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

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

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

The school will provide translation and interpretation services to all parent/guardians who require language assistance in order to communicate effectively gather information. The school maintains an appropriate and current record of the primary language of each parent. This information is maintained in ATS, on the student emergency card and Parent/Guardian Home Language Identification Survey if applicable. The school will utilize (and post where applicable) the documents/required notifications translated by The Translation and Interpretation Unit and provide parents/guardians with such documents/required notifications. When necessary, the school will utilize The Department's Translation and Interpretation Unit to provide interpretation services.

