



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: EL PUENTE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K685

PRINCIPAL: WANDA VAZQUEZ **EMAIL:** WVAZQUE3@SCHOOLS.NYC.GOV

SUPERINTENDENT: KAREN WATTS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Wanda Vazquez	*Principal or Designee	
Joe Matunis	*UFT Chapter Leader or Designee	
Virginia Selman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Eric Acevedo Analie Javier	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Frances Lucerna	CBO Representative, if applicable	
Ummi Modeste	Member/SLT Chairperson	
Maria Martinez	Member/SLT Co-Chair	
Sharon Velez	Member/SLT Secretary	
Waleska Velez	Member/Staff	
Tina Lee	Member/Staff	
	Member/	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June of 2012, 75% of students will effectively use evidence to support arguments for their research projects across multiple content areas, as outlined by the Common Core Learning Standards.

Comprehensive needs assessment

- El Puente Academy for Peace and Justice analyzed Course passing rates, progress reports, report cards, and DYO Assessment Data to determine this goal. As part of the New York City Department of Education's Common Core rollout and Implementation; El Puente Academy has identified the use of evidence to support arguments as a goal that will support our students in preparation for ELA exams, Graduation Level Portfolios, and college readiness.

Instructional strategies/activities

- Students in the tenth and eleventh grade will take a Research class that will provide them with multiple strategies on how to conduct research, evaluate the validity of sources, and use appropriate citations.
- Lead teachers will develop a Common Core aligned unit of study that incorporates opportunities for students to conduct research and effectively use supporting evidence. Lead teachers will meet bi-weekly in Network PODS (Professional Ongoing Development Sessions), to develop units of study that are aligned to the Common Core State Standards.
- Teachers will meet weekly in department teams to assess student work, develop lessons, and plan assessments that incorporate the skills needed to conduct research and provide supportive evidence.
- The Special Education team and the ELL Provider will facilitate Professional Development sessions for staff to share best practices on using evidence to support arguments as well as writing strategies that work these sub-groups.
- We will assess progress towards this goal five times this year, once after midterms and once after finals every trimester. The student data collected will be used to make necessary adjustments to our implementation plan. By June of 2012, 75% of students will have scored a competent or above on the "effective use of evidence" indicator of the rubric developed by the New York Performance Standards Consortium.

Strategies to increase parental involvement

- El Puente Academy for Peace and Justice will hold monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. I will use the Open Market and DOE job fairs to recruit more teachers as needed.

Service and program coordination

- We will continue to work in partnership with El Puente, the community-based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2011-2012 academic year, we will continue to offer open enrollment for our students in the TASC/Afterschool Corporations Leadership Program to provide after school tutorials and PM classes, clubs, and activities.

Budget and resources alignment

- We have allocated Title I, Title III and Contracts for Excellence Funding for individualized tutoring, instituting instructional changes such as team teaching and longer block scheduling, and for professional development.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By August 2012, we will increase the number of students who have earned 10+ credits by 5% in the 9th grade and we will increase the number of 9th graders in the lowest third who earn 10 or more credits to 57% from 52% by August 2012.

Comprehensive needs assessment

This goal is based on data from HSST Credit accumulation Reports, transcripts, course passing rates, progress reports, report cards, narrative reports, and DY0 Periodic Assessments.

Instructional strategies/activities

- We intend to do this by continuing with our "Pyramid of Support" that identifies students who are struggling academically and creates a system of support that enables students to achieve proficiency in their classes. The Pyramid of Support is a system that encourages student responsibility, but at the same time proposes that we act decisively when students don't meet the expectations. Students who are struggling will be identified by either teachers, parents, mentors and or other students to a guidance/HIP (Holistic Individualized Planning) team. This team will be responsible for designing a holistic action plan to support students academically as well as socially and emotionally. The guidance/HIP team will utilize all kinds of strategies and mobilize whatever resources are necessary to support all students. Some of these will include mandatory after school tutoring, advisory/mentoring sessions and meetings with the principal.
- Continue to track students in doubt of promotion in the 9th grade and offer the academic support they need to meet promotional standards. That support includes: reduced class size, longer class periods, team teaching, a Just Words Program, before school and after school tutorials. Enrollment in our after school Leadership Center for one on one and small group homework help and tutorials.
- Design and implement a (Holistic, Individualized Process) Action Plan for repeating 9th graders that will include goal setting and one to one counseling, monitoring of attendance, tutorials enrollment in PM and summer school, and participation in our after-school program and Saturday Academy

Strategies to increase parental involvement

- El Puente Academy for Peace and Justice will hold monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. I will use the Open Market and DOE job fairs to recruit more teachers as needed.

Service and program coordination

We will continue to work in partnership with El Puente, the community based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2011-2012 academic year we will continue to offer open enrollment for our students in the TASC/Afterschool Corporations Leadership Program to provide after school tutorials and PM classes, clubs, and activities.

Budget and resources alignment

We have allocated Title I, Title III and Contracts for Excellence Funding for individualized tutoring, instituting instructional changes such as team teaching and longer block scheduling, and for professional development.

55% of the allocation is targeted to professional development. These funds will be used to hire coaches and provide mentoring for beginning teachers.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By August 2012, we will increase the four year graduation rate by 5% from 68% to 73%.

Comprehensive needs assessment

This goal is based on data from HSST Credit accumulation Reports, transcripts, course passing rates, progress reports, report cards, narrative reports, and DY0 Periodic Assessments.

Instructional strategies/activities

- Assign all present seniors a staff mentor. Mentors will meet with mentees 1:1 for one hour a week. They will provide academic and social support so that seniors remain on track for graduation.
- Host a senior parent/caretaker meeting that will provide parents with the most up to date information regarding their child's progress and requirements towards graduation.
- Provide comprehensive and ongoing academic support through Saturday Academy for seniors who have not passed the ELA Regents exam and need additional support to complete Graduation Portfolio requirements.

Strategies to increase parental involvement

- El Puente Academy for Peace and Justice will hold monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. I will use the Open Market and DOE job fairs to recruit more teachers as needed.

Service and program coordination

We will continue to work in partnership with El Puente, the community based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2011-2012 academic year we will continue to offer open enrollment for our students in the TASC/Afterschool Corporations Leadership Program to provide after school tutorials and PM classes, clubs, and activities.

Budget and resources alignment

We have allocated Title I, Title III and Contracts for Excellence Funding for individualized tutoring, instituting instructional changes such as team teaching and longer block scheduling, and for professional development.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012 we will increase the College Readiness Index to 8% from 2%.

Comprehensive Needs Assessment

This goal is based on Data from the New York City Department of Educations Progress Report and HSST Credit Accumulation Reports.

Instructional strategies/activities

- Students in the 11th and 12th grade will be programmed in a college preparation course.
- Students in the 11th and 12th grade will be offered the opportunity to register for College Credit bearing courses in partnership with Touro College.
- We will offer College Information sessions to students in the 9th and 10th grades.
- We will provide sessions for parents to support the completion of College applications and financial aid forms.

Strategies to increase parental involvement

- El Puente Academy for Peace and Justice will hold monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
- We will inform parents on our progress towards meeting this goal and get recommendations for changes to the plan.

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. I will use the Open Market and DOE job fairs to recruit more teachers as needed.

Service and program coordination

- We will continue to work in partnership with El Puente, the community based organization that founded and supports the school. We will continue to integrate the resources of both institutions to create a seamless academic community. During the 2011-2012 academic year we will continue to offer open enrollment for our students in the TASC/After school Corporations Leadership Program to provide after school tutorials and PM classes, clubs, and activities.
- El Puente will take students on College visits and tours.

Budget and resources alignment

We have allocated Title I, Title III and Contracts for Excellence Funding for individualized tutoring, instituting instructional changes such as team teaching and longer block scheduling, and for professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	35	35	20	20	20		15	
10	25	25	18	18	18		12	
11	20	20	15	15	15		10	
12	12	12	10	10	12		10	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	We provide before and after-school tutoring to support in reading and writing strategies. Students will learn about strategies to draw meaning from text. In addition, we have a Saturday Academy that provides Regents prep for ELA exam. They will use syntactic, graphophonic, and semantic strategies to decode meaning.
Mathematics	Through our after-school program students who have been identified as low performers in mathematics must attend our tutoring center, which helps students identify the best strategies for solving mathematical problems.
Science	We provide before and after school tutoring for students in the 9 th -11 th grade to support in their ability to comprehend scientific methods and procedures. We also offer Saturday Academy classes for students in the 12 th grade to support the completion of the graduation level Science research project.
Social Studies	We provide before and after school tutoring for students in the 9 th -11 th grade to support in their ability to conduct research, reading and writing for information, and comprehension of History context. We also offer Saturday Academy classes for students in the 12 th grade to support the completion of the graduation level Economics research paper.
At-risk Services provided by the Guidance Counselor	The guidance counselor meets with students on a one-to-one basis and also groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind and spirit.
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	The social worker meets with students on a one-to-one basis and also groups to engage them in a holistic individualized program (HIP). Students learn how to focus on their personal development, in body, mind and spirit.
At-risk Health-related Services	

THE PARENT INVOLVEMENT POLICY (PIP)

El Puente Academy for Peace and Justice High School will support parents and families of Title I students by:

- El Puente Academy will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- El Puente Academy will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- El Puente Academy will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- El Puente Academy will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- El Puente Academy will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- El Puente Academy will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. El Puente Academy for Peace and Justice will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Hold an annual Title I Parent Curriculum Conference.
 - Host educational family events/activities during Open School, such as Curriculum Night and throughout the school year.
 - Encourage meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council.
 - Host family events such as the Three Kings Day, Fly Girl Fest, and Gala Event for Outstanding Students and Graduation Town Hall Meeting.
 - Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
2. El Puente Academy for Peace and Justice will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Hold monthly meetings with parents to inform them of our achievement data such as the Regents exams, periodic assessments and narrative reports.
 - Review the Progress Report and explaining the achievement data.
 - Share and communicating best instructional practices.
 - Partner with CBO to provide leadership building capacity for parents and academic support for students.
3. El Puente Academy for Peace and Justice will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: GED Program in Spanish, After School Program, Tutoring, and Parent Action Center.
 4. El Puente Academy for Peace and Justice will coordinate and integrate Title I parental involvement strategies that support parent's own academic development such as Computer Courses, GED Program in Spanish, After School Program, Tutoring, and Parent Action Center.
 5. El Puente Academy for Peace and Justice will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted after the parents participate in any activity or workshop. The evaluation will be handled and collected from parents after they finish the activity. The evaluation will be processed for accountability for the annual evaluation. After that we will be able to identify those parents who are economically disadvantaged, are disabled, have limited English proficiency or have limited literacy. The Parent Coordinator and the Principal will be responsible for conducting the evaluation. Parents will be responsible for answering the questions in the evaluation and continue attending workshops and activities created to improve their skills and to get more involved in their child's education and school's activities. Every parent is mandated to attend a least three workshops and activities during school year and attend teacher/parent conferences.
 6. El Puente Academy for Peace and Justice will build the school' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a) El Puente Academy for Peace and Justice will provide assistance to parents of children served by the school through informational workshops on College, Identifying Learning Styles, Difficult Conversations as well as Time Management and Organization, developing computer literacy, gang awareness, and bridging the gap between parents and children.
 - b) El Puente Academy for Peace and Justice will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by Computer Courses, GED Program in Spanish and English, After School Program, Tutoring, Parent Action Center and Immigration Services.
 - c) El Puente Academy for Peace and Justice will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and

build ties between parents and schools, by training school's staff in staff development sessions during the school year.

- d) El Puente Academy for Peace and Justice will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with El Puente Community-Based Organization, and the Parent Action Center, that encourages and support parents in fully participating in the education of their children, by encouraging parents to take action and participate in a proactive way in the school.
- e) El Puente Academy for Peace and Justice will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: translating any information to the parents in a simple and understandable formal letter or form.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- o training parents to enhance the involvement of other parents;
- o in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by **School Leadership Team and PA meetings**. This policy was adopted by El Puente Academy on **06/8/11** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 8, 2011**.

Part B: School-Parent Compact

School-Parent Compact:

El Puente Academy for Peace and Justice High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012.

Required School-Parent Compact Provisions

School Responsibilities

El Puente Academy for Peace and Justice High School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: Every facilitator/teacher is required to develop mastery targets for each course they teach. Mastery targets are clearly articulated curricular goals with regular periods of assessments. These mastery targets were shared with parents at Curriculum Night and Parent/Teacher Conferences and with the students at the beginning of each term. These mastery targets were developed following the State's student academic achievements standards.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: during Parent/Teacher Conference on October 27, 2010, October 28, 2010, January 26, May 10, 2011 and May 11, 2011.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Academy facilitators meet at different intervals to review data and take corrective action in the classroom. These cycles of assessments occur every three, six and nine weeks. Every three weeks, facilitators come together to assess student's progress and issue interim report cards. Teachers analyze the data and determine what areas they have to re-teach and what other additional support is needed to move students towards mastery. The cycle is repeated three weeks later at the end of the marking period. Parents will receive progress report and report cards every three, six, and nine weeks during the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: [Staff will be available for consultation with parents every day. Staff will set up appointments to see parents in a daily basis. In case of an emergency no appointment will be needed. Also, the school secretary will take messages from parents and given to the staff the same day. All messages will be registered in a notebook. The Parent Coordinator will be available to receive parents every day without appointments and take phone calls all the time.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: [All parents are welcome to the school any time. When parents need to speak or see any school staff, they contact the Parent Coordinator to set up an appointment or when in an emergency come directly to the school. Parents can participate as volunteers, observers in portfolio presentations, and in school activities such as Day of the Dead, Three Kings Celebration, Unity Day, Fly Girl Fest, Word Up! Writing Conference and projects and activities at our Beacon Program, located at JHS 50. They can also participate in CHE, our Bushwick site. We are in the process of developing a Parent's Newsletter, and a Parent Library.

6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way. The Parent Action Center Committee meets once a month.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way. We conduct general parent meetings and school orientation.
8. Hold an annual meeting to inform parents of the school's participation in Title I Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend. We conduct general parent meetings, send letters home, make phone calls and home visits to explain Title I requirements.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand. We send information to parents by mail in English, Spanish and Arabic with students and by mail.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet. We provide curriculum night, SES workshops in English and in Spanish.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible. We conduct general and individual parent meetings to respond to their requests.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading. We provide parents with report cards and progress reports at the end of every marking period.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I. Letters about teacher qualifications are sent to parents.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.

- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups
- calling my child's teacher after receiving every progress report and report card;
- participating in the school activities;
- being an active member of the Parent Association;
- participating in workshops;
- volunteering time;
- make contact with the Parent Coordinator;
- attending Parent/Teacher conferences;
- reinforcing the school dress code;
- attending Curriculum Night and General Parent Meetings;
- making sure my child is on time and prepared everyday for school;
- talking with my child about his/her school activities everyday;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectations and offer praise and encouragement for achievement;

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 14K685 **School Name:** El Puente Academy

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: ☐ Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☒ Restructuring Year 2 ☐ Restructuring Advanced

Category: ☐ Basic ☐ Focused ☒ Comprehensive

Intervention: ☐ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) ☒ Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

El Puente Academy for Peace and Justice was identified as a school in need of improvement in our Secondary Level ELA passing rates. Our students were not making significant progress towards passing the State exams each year.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

We will offer enhanced small group ELA Regents preparation through an after school program that will begin in the Spring and a Saturday Academy. The program will consist of students (all Latino and economically disadvantaged) preparing for the Regents and students in need of additional assistance according to teacher evaluation. Small group and/or individual tutorial will be the focus. In addition, our leadership cabinet will meet over the Summer to develop a restructuring plan that focuses on school-wide curriculum alignment that meets the ELA Common Core State Standards and instructs teachers on how to continue using data to improve teaching strategies and student performance on the English Language Arts Examination.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

As stated above, our leadership cabinet will meet over the Summer to develop a restructuring plan that focuses on school-wide curriculum alignment that meets the ELA Common Core State Standards and instructs teachers on how to continue using data to improve teaching strategies and student performance on the English Language Arts Examination.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Lead teachers will mentor newer teachers to help develop curriculum and assessment. In addition, they will design and facilitate Professional Development sessions to share best practices around English Language Arts Instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

We will send letters home informing them of the schools SINI status. To the extent practicable the letters will be translated in Spanish and Arabic.

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Corinne Relo AnselmiNancyScala	District 14	Borough Brooklyn	School Number 685
School Name El Puente Academy			

B. Language Allocation Policy Team Composition [i](#)

Principal Wanda Vazquez	Assistant Principal Waleska Velez
Coach Joe Matunis	Coach type here
ESL Teacher Carlos Rosello	Guidance Counselor Ana Lazala
Teacher/Subject Area type here	Parent Ummi Modeste
Teacher/Subject Area type here	Parent Coordinator Andy Capellan
Related Service Provider type here	Other type here
Network Leader Nancy Scala	Other type here

C. Teacher Qualifications [i](#)

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


Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	223	Total Number of ELLs	38	ELLs as share of total student population (%)	17.04%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here

Once a student is identified as ELL from the Home Language Survey, we have an initial parent orientation where the parent is interviewed by the ESL teacher and the assistant principal. The Parent coordinator and the ESL teacher organize a meeting where the parent is shown a video of the different ELL programs that are offered in NYC by the Department of Education. The parent then decides what program is best for their child. All parents/guardians of newly enrolled students are required to complete a Home Language Identification Survey. This survey lets staff know what language is used at home. If the HLIS indicates the child uses a language other than English, he/she is administered an English Proficiency Test called the Lab -R/. Performance on this test determines the child's entitlement to English language development support. Entitlement letters are distributed to parents via mail as well as in person. Once parents are invited back for the ELL parent/guardian workshop, we show a video which describes the three program choices offered by the DOE. In addition, we provide parents with a written packet that describes all three programs in their native language. At the end of the workshop, parents then fill out the parent survey and the program selection forms with the assistance of the ESL teacher, guidance counselor, and parent coordinator. This process is completed within ten days of the student's initial enrollment. Subsequently, an informal oral interview is conducted in the parent's native language. If there is not a program that serves the needs of the student, the parent is informed of an alternate placement for the child. A workshop is given to parents of incoming freshmen which describes in detail the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL). In addition, a curriculum night is presented for parents by the Principal, the Parent Coordinator, the ESL Coordinator, and the Content Area teachers to inform the parents of the curriculum and programs offered by the school. The school then notifies the parent of the child's development in acquiring the English language. By ten days of initial enrollment, the process is completed and the student is placed in an ELL program. By the second week of enrollment parents/guardians are invited once a trimester to an evening workshop which provides parents with information regarding their child's academic progress in the core subjects as well as their language acquisition. The pedagogue responsible for administering the HLIS and LAB R is Carlos Rosello, who is a certified teacher whose native language is Spanish and holds TESOL certification.

After reviewing the Parent Survey and the Program Selection Forms from the previous few years, the trend in program choices has been the Freestanding English as a Second Language program. Although the parents feel it is necessary for their child to learn English, they also wish to maintain their native language. Our freestanding ESL program best fits the needs of our parents and students because 90% of parents' native language is Spanish. Therefore, parents feel it is important that they can communicate with teachers in their native language. Our goal is to effectively communicate with parents and provide the best quality education for our students. As a result, the Freestanding ESL program at EL Puente best fits the needs and requests of the parents as well as the students. By successfully collaborating with parents, we can achieve our goal of providing the best quality education for students.

The NYSESLAT is administered to all ELL'S to determine students' proficiency in the English Language. Each student is administered each modality of the NYSESLAT according to the regulations. Once we receive the results from the exam, the ESL teacher analyzes each student's progress by comparing the previous year's scores to the current score for each student. By carefully analyzing each

modality (listening, speaking, reading, and writing) in relation to the student's previous year's score, the ESL teacher is able to decipher how much progress has been made. In addition, the ESL teacher looks at the progress made by ELLs as a whole by analyzing the percentages of students who are at the Beginner level, Intermediate level, and Advanced levels of English language proficiency according to the NYSESLAT. Based on these results, curriculum is planned according to student's proficiency levels to ensure optimum student growth in acquiring the English language. Teachers are also informed of the ESL students' proficiency levels and they make modifications to their curricula according to those results. Administration of Spanish Lab for Spanish speaking ELLs is administered within the first 10 days of enrollment by the ESL teacher and Assistant Principal. ATS reports are generated to evaluate ELLs using their NYSESLAT scores. In addition, ATS reports are generated to determine ELL students eligibility. These reports are then analyzed by the Assistant Principal and the ELL teacher and then given to the content area teachers.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes	No	If yes, indicate language(s):
Dual language program	Yes	No	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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					
All ELLs	38	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	12
SIFE	10	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	21

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	8	3	2	9	6	2	21	1	8	38
Total	8	3	2	9	6	2	21	1	8	38
Number of ELLs in a TBE program who are in alternate placement: <u>2</u>										

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP	EL L	EP
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										17	4	9	6	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	17	5	10	6	38

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

ESL instruction is delivered throughout all core academic classes by infusing ESL strategies throughout the curriculum. All teachers receive professional development instruction on how to teach curriculum using ESL strategies. In addition, students receive mandated ESL instruction depending on their proficiency levels throughout the school day. ESL students also receive native language instruction throughout the school day to ensure their advancement in their native language. Students who are advanced ESL receive Advanced Spanish instruction where they focus on analyzing literature in Spanish and advanced Spanish writing skills. The literacy program focuses on creating an environment that allows ELL students to be comfortable in the classroom as well as providing an increased amount of teacher to student talk ratio. Teachers use non verbal and context clues to provide meaning for instruction such as picture maps, demonstrations and graphic organizers. Content area teachers also break tasks into smaller "chunks" with frequent comprehension checks and they pre teach background knowledge, vocabulary, and concepts students need for each unit. The ESL teacher also uses the push in model in content classes where he provides extra support for ESL students.

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help the ELL students. He attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish and Arabic. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language. Focusing on the facilitation of vocabulary and vocabulary building help ensure students build their proficiency levels.

A. Programming and Scheduling Information

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents exam, it is observed that 100% scored above a 65 on the exam. Our Freestanding ESL program is successful as evidenced by the 100% ELA passing rate for ESL students. MoSince we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 75 % of ELL students received a competent or better in Math. In addition, 68 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 19 students out of 26 are at or above grade level in mathematics.

The ELL interim assessment results are used by the school leadership to provide high quality professional development for teachers. We analyze the strengths and needs of the students, then we work towards empowering teachers by providing them with efficient tools to promote student achievement. The Interim assessments are used to monitor progress towards achieving state performance standards. The implications for the school's LAP and instruction are derived from the strengths and weaknesses noted in the NYSESLAT and other assessments (ELA Regents exam, Portfolio assessments, and teacher produced tests/observations). All of the assessment measures that are used are aligned to the NYS performance standards.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes together allows students to develop one on one relationship with their teachers as well as with one another. This also allows teachers to strategically pair ELL students with support buddies to help them integrate into the school culture. We also use heterogeneous grouping with all mixed proficiency levels in each class. Heterogeneous grouping allows students of all levels to work with one another and learn from one another. Cooperative grouping techniques are used by content area teachers to help improve instruction and to ensure ELL students feel a part of the classroom.

All current ELL's will take the NYSESLAT to measure student progress in developing language proficiency and to determine continued eligibility for participation in the school's bilingual/ESL program. In addition, the Language Battery Assessment (LAB-R) will be used on an ongoing basis for new students whose home language is other than English, to identify potential ELL's. Furthermore, students are given formal and informal assessments regularly to monitor their growth in English and their native language.

Instruction is delivered through the organizational model of cooperative/collaborative grouping which encourages shared leadership and social skills development. The classes at El Puente travel together in teams according to grade level in mixed proficiency levels (heterogeneous grouping). ELL students in the beginning stages of language development according to the NYSESLAT receive 540 minutes per week of ESL instruction as required under CR Part 154. All Intermediate ELL students as identified by the NYSESLAT receive 360 minutes per week of ESL instruction. All advanced ELL students as identified by the NYSESLAT receive 180 minutes per week of ESL instruction. All beginner and intermediate students identified as by the NYSESLAT receive 90 minutes daily of Native Language Arts instruction. All ELL students identified as Advanced by the NYSESLAT receive 60 minutes of daily Native Language Arts instruction. All ELL students receive 300 minutes per week of ELA instruction. All content area classes infuse ESL strategies in the curriculum as well as the ESL coordinator and Literacy coach meet with all teachers to help support them. Strategic scheduling of classes allows all ESL students to receive their mandated services accordingly. Since students travel in groups throughout the day, it allows us to place them in ESL classes/push ins throughout the school day.

Students with Interrupted Formal Education (SIFE) are students whose formal education has been interrupted for an extended period of time and who are at least two years behind their peers in reading in their native language and in other academic areas. Students who are identified as SIFE receive additional ESL instruction through tutoring, after school, Saturday Academy, and ESL push ins. The ESL teacher provides one on one instruction in the content areas in the students' native language so that the material is comprehensible and yet it also promotes their second language development. In addition to extra support in the content areas, students also receive additional ESL instruction which focuses on phonemic awareness, vocabulary building, and grammar instruction. Students who are in US schools less than three years also receive extensive English Regents prep to ensure they are prepared for the exam.

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

- * providing good models of oral and written English
- * developing higher ordered thinking and critical thinking skills
- * cooperative/collaborative grouping
- * emphasis on visual aids

A. Programming and Scheduling Information

- * the use of Spanish/English dictionaries, learning centers and the use of the library
- * teachers monitor patterns in proficiency levels and the four modalities

ELL students receiving services for four to six years need additional ESL instruction to help with language acquisition. Although our ELL students from four to six years test at the Intermediate or Advanced levels on the NYSESLAT exam, they still struggle with testing out of the program. As a result, our ESL instruction for this subgroup focuses on writing skills. Based on NYSESLAT results, this subgroup struggles the most with the writing modality. Therefore, they receive more intense writing workshops which focus on grammar skills, writing organizational skills, and the writing process. These workshops are also tailored to teach ELA Regents writing skills. In addition, an AM tutoring session is offered to this ESL subgroup students to help them acquire skills for the ELA Regents exam such as listening skills, writing about an informational passage, writing about two literary works, and writing a literary response based on a critical lens.

Students who are in US schools less than three years (newcomers) receive a more intensive ESL instruction. They are provided with additional hours of ESL tutoring as well as additional pull outs for ESL instruction. In addition, the content area teachers meet with the ESL instructor to modify their assignments. Newcomer ESL students also receive more Regents Prep tutoring during AM tutoring time, PM tutoring time, and Saturday school. Students who have special needs and are identified as ELL are provided with additional one on one support by the ESL teacher as well as a special education provider.

ELL students identified as having special needs receive additional instruction in partnership between the ESL teacher and the special education teacher. Through a series of push in/ pull outs both teachers work together to provide optimum instruction for special needs ELL's. By working together both teachers provide instruction that addresses all of student's needs. Also, additional support is provided during early morning tutoring twice a week for 45 minutes to address this subgroups needs.

Title III funds are used for a targeted intervention program. Our target population is 33 ELL students from 9th through 12th grade from Beginner to Intermediate proficiency NYSESLAT levels. The program focuses on literacy circles through performing arts. The activities and instruction will be project based. Students will write a play, short story, or poem to be performed to their parents and other young people. The reason for using performing arts is to fully engage students in an after school setting that is fun and interactive. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English and Spanish. In addition, we offer Saturday school for students who are SIFE to help them with language development.

Native Language Usage and Supports

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

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

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

Courses Taught in Languages Other than English ⓘ

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Some of our targeted intervention programs for ELLs in the content areas are:

Content area instruction is taught in English however 90% of our teaching staff speaks Spanish, this helps them communicate effectively with all ESL students. In addition, the ESL coordinator meets with all teachers to help them differentiate their instruction to help ELL students. She attends content area department meetings to teach facilitators ESL strategies and help during curriculum mapping sessions. Content area teachers use graphic organizers, visual representations, and scaffolding techniques to help ESL students understand content area concepts and language. Teachers also continuously model think alouds for all students and they also use Bloom's Taxonomy questioning techniques to access higher ordered thinking skills. We also have three Smartboards in the school which are used to help students acquire language skills. Cooperative grouping techniques are used to help students acquire language skills. Cooperative grouping techniques are used to make information more comprehensible for ELL students. In addition, grammar and literacy instruction is infused into all classes. Grammar and literacy games are used as motivational techniques throughout instruction. ELL's are receiving assistance in content area classes such as Math, Science, English, and History via push in/pull out methods. Students are pulled out by the ESL teacher to provide students with extra support in the content areas according to their NYSESLAT proficiency levels. The ESL teacher provides support in the content area English in student's native language which is Spanish. Sheltered content strategies are used in all of the content areas such as slowing down, enunciating, and repeating concepts and terms in native language.

English

Most of the ELL population is performing at or above grade level in the content area English Language Arts. On the NYS English Regents Exam, it is observed that 2 out of four students scored a 65 or above on the exam and two students scored a 55 on the English Regents however they are special education students. For special education students, 55 is passing. Our Freestanding ESL program is successful as evidenced by the 2 out of 4 students that have successfully passed the exam. Most of the ELL students enter the school as 9th or 10th graders therefore, they are not required to take the English Regents exam until the 11th grade.

Math

Since we are a portfolio based school, we do not administer the Math Regents Exam. However, all students are required to complete and pass Math final portfolio assessments. At the end of a trimester portfolio assessment, we observed that 80 % of ELL students received a competent or better in Math. In addition, 80 % earned a 65 or better in math. Our Freestanding ESL program is successful as evidenced by 28 students out of 33 are at or above grade level in mathematics.

The Freestanding ESL program offered at the school is based on 100% of parent requests. In a small high school, a Freestanding ESL program allows students to have ESL instruction in their content area classes, self contained ESL instruction as well as Native language instruction. As a result, all parents have requested a Freestanding ESL program. An alternate schedule will be made for students to ensure alignment with other program choices. In addition, if a parent chooses another program, the school will ensure the student receives the mandated services required for that program. By analyzing the three program choices, the ESL teacher has created an alternate schedule for each program choice.

The program model of choice is block scheduling. Classes travel together as a group throughout the school day. This ensures ESL students develop social skills with other students and it lessens the feelings of alienation which may occur to newcomer ELL's. Traveling in classes

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1. How much time (%) is the target language used for EPs and ELLs in each grade? 2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately? 3. How is language separated for instruction (time, subject, teacher, theme)? 4. What Dual Language model is used (side-by-side, self-contained, other)? 5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
D. Professional Development and Support for School Staff			
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.) 2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? 3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.			
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Native Language Usage and Supports	
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.	
Native Language Usage/Support	Transitional Bilingual Education (TBE)
1. How much time (%) is the target language used for EPs and ELLs in each grade?	100%
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?	75%
3. How is language separated for instruction (time, subject, teacher, theme)?	50%
4. What Dual Language model is used (side-by-side, self-contained, other)?	25%
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?	0%
	Dual Language
1. How much time (%) is the target language used for EPs and ELLs in each grade?	100%
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?	75%
3. How is language separated for instruction (time, subject, teacher, theme)?	50%
4. What Dual Language model is used (side-by-side, self-contained, other)?	25%
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?	0%

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become involved with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente Academy. This workshop is designed to meet the needs of parents who don't speak English. There are translators available and the presentations are made both in English and in Spanish. We also offer a program called tertulias which is a book club for parents. The books read are in the parents' native language and they read the same books their children are reading in class. This program has been successful in encouraging parents to become part of their child's educational experience. Another program offered to parents is a language acquisition training program. This program is a partnership with the community based organization El Puente and the Beacon Program. We also offer parent workshops on Saturdays which help provide strategies for parenting as well as providing strategies that promote literacy in the home. We evaluate the needs of parents by holding a series of focused workshops once a month with parents of ELL's that allow us to gauge the parents' needs. During these meetings, we generate ideas for upcoming workshops and activities that address parents' needs.

B. Programming and Scheduling Information--Continued

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Additional Information

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

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
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Metacognitive Awareness- March 14, 2012

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Professional development opportunities are ongoing. In addition to attending ESL workshops offered by the Empowerment Zone, the ESL coordinator has attended NYSESLAT trainings as well. We also offer professional development workshops to our teachers. Professional development sessions are facilitated by the Principal, the assistant principal, the literacy coach, the ESL coordinator, and content area teachers. We collaboratively work together as a staff to align curriculum to best fit the needs of our ESL population. We learn how to use scaffolding strategies in our curriculum, how to create teacher assessments for our ESL population, and discuss individual ELL students on a continuous basis to understand what strategies work best for each particular student. In addition, content area teachers meet weekly with the coaches and the ESL Coordinator to discuss the progress of ESL students. Trainings are offered ongoing basis all year round to teachers and the ESL staff attend professional development outside of the school to learn how ESL teaching strategies continuously throughout the year. Our focus at El Puente Academy is in the improvement of instruction that will provide success in language acquisition for all ELL students. Professional development for ESL teachers, guidance counselors, special education teachers, secretaries, parent coordinators occur twice a week after school. All El Puente members are required to attend these professional development workshops. On Mondays of every week we meet as an entire staff and on Wednesdays we separate into Sankofa and Liberation Academies. Sankofa Academy consists of 9th and 10th grade staff and Liberation consists of 11th and 12th grade staff. Once a month a professional development workshop is offered to staff with a focus on ESL instruction which .

Calendar PD dates:

Differentiation for ELL Learners- September 28, 2011

D/F/S: Focus on ELL data feedback- October 26, 2011

Revisiting Strategies Workshop – January 9, 2012

Understanding NYSESLAT Exam- Feb 13, 2012

Metacognitive Awareness- March 14, 2012

The Guidance counselor receives training from the Network CFN 107, on how to assist students as they transition from high school. The ESL teacher and Assistant Principal keep a tally of the hours and attendance of trainings as well as a record of attendance sheets to ensure the 7.5 hours are met.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is a key component to our ESL program. We offer many opportunities for parents to become involved with their child's ESL instruction. Parents are invited to attend curriculum night where they become aware of the various programs offered at El Puente Academy. This workshop is designed to meet the needs of parents who don't speak English. There are translators available and the presentations are made both in English and in Spanish. We also offer a program called tertulias which is a book club for parents. The books read are in the parents' native language and they read the same books their children are reading in class. This program has been successful in encouraging parents to become part of their child's educational experience. Another program offered to parents is a language acquisition training program. This program is a partnership with the community based organization El Puente and the Beacon Program. We also offer parent workshops on Saturdays which help provide strategies for parenting as well as providing strategies that promote literacy in the home. We evaluate the needs of parents by holding a series of focused workshops once a month with parents of ELL's that allow us to gauge the parents' needs. During these meetings, we generate ideas for upcoming workshops and activities that address parents' needs.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	1	0	1	8
Intermediate(I)										8	2	6	5	21
Advanced (A)										3	2	3	1	9
Total	0	0	0	0	0	0	0	0	0	17	5	9	7	38

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	1	0	1
	I										4	0	0	0
	A										2	0	5	2
	P										7	4	5	3
READING/ WRITING	B										5	1	0	1
	I										8	2	6	4
	A										2	2	4	1
	P										0	0	0	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 Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English			5	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After examining the results of the NYSESLAT utilizing the four areas of cognition (listening, speaking, reading and writing) the following patterns emerged:

- * In all grades (9-12), the demonstrated highest scores were in the listening and speaking component of the NYSESLAT
- * In all grades (9-12), the demonstrated lowest scores were in the writing and the reading component of the NYSESLAT
- * By the 11th grade more students are scoring at the advanced level of proficiency in all components

The students are improving in their overall NYSESLAT score. We were able to test almost every student this year therefore we made a vast improvement from last year. There is a correlation between the students who are not making gradual progress and are showing a pattern for lack of progress in their academic subjects. A majority of students are showing significant gains in the speaking modality of the NYSESLAT. We will continue to work with students on their oral skills by emphasizing their participation in class discussions, assigning oral presentations, practicing read alouds, and oral group projects.

In the writing subtest, 17 students scored at the intermediate levels and 11 scored at the advanced levels. We should continue to use graphic organizers, outlines, grammar workshops, and Writers Workshop strategies. However, a more precise curriculum on grammar strategies will be implemented to improve scores. As a result, we will work with students to understand figurative language and making inferences. We will infuse vocabulary building lessons in the curriculum and use strategies to build students' reading stamina and comprehension. In addition, careful attention must be paid to the Listening component of the NYSESLAT which did not show significant gains. We will use more read alouds, diagrams, and note taking skills will be imbedded into lessons. Teachers will speak slowly and clearly to ensure that ELL students can process what the teachers are saying. Also, students will use book talks and take notes on class discussions to encourage reading and listening skills.

Most ELL students at El Puente are at the Intermediate and Advanced levels of language acquisition based on NYSESLAT scores. Many of the students have not resided in the US for a long period of time. As a result, many different strategies are used by the teachers to ensure that students are receiving a quality education. In addition, all students are proficient in their native language based on teacher assessments given in Spanish. Therefore, the Native Language Arts Program offered at El Puente ensures all ELL students are studying advanced Spanish and Advanced Literature in Spanish. All teachers consult with the ESL Coordinator to ensure that all teachers are infusing ESL strategies into content area instruction so that students can continue to develop their English skills. Our Freestanding ESL program will focus on improving the listening, speaking, reading, and writing skills in the content areas through the use of ESL methodologies. Students are provided with an early morning tutoring program for 45 minutes, and an after school ESL tutoring program which runs for 45 minutes, and a Saturday Academy for ESL instruction as well as content area instruction in addition to the mandated 540 minutes per week of ESL instruction.. The ESL teacher focuses on the Total Physical Response Approach, the use of realia, choral reading, shared writing, visual aids, and scaffolding techniques such as brainstorming, modeling, schema building, contextualization,

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: El Puente Academy

School DBN: 14K685

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Wanda Vazquez	Principal		12/1/11
Waleska Velez	Assistant Principal		12/1/01
Andalina Capellan	Parent Coordinator		12/1/11
Carllos Rosello	ESL Teacher		12/1/11
Ummi Modeste	Parent		12/1/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Joe Matunis	Coach		12/1/11
	Coach		1/1/01
Ana Lazala	Guidance Counselor		12/1/11
Nancy Scala	Network Leader		12/1/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K685** School Name: **El Puente Academy**

Cluster: **01** Network: **CFN 107**

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

Part A: Needs Assessment Findings

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

Once students are enrolled, the ESL teacher and the Assistant principal look at Student's Home Language Surveys and keep a record of Parent's Preferred Language forms. All staff is made aware of the Parent's Preferred language and copies of anything sent home is sent in the parents preferred language. As a school founded by Latino community leaders, we have always considered translation services as a human right. It is with this framework in mind that we work towards ensuring that all the language-access needs of our parents are being met. Presently, our student population is 85.8% Latino, 10.7% African-American, and 1% white. From our survey of parents, 73% of Latino parents/guardians needed translation services. 37 of parents require translation services, all Spanish except for two students who speak Spanish, both written and oral interpretations. A list of these findings were reported to staff during pd sessions.

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

100% of parents preferred language is either English or Spanish. As a result, all items are sent home in Spanish and they are translated for parents. At our school, 80% of our staff is fluent in Spanish. We have had various meetings in which we have stressed the importance of our "Biliteracy Protocol" is enforced. The Biliteracy protocol requires that all major communication to parents in the domains of academic assessments, health, safety, legal matters, special education and ELL services be translated to Spanish. This also applies to one-on-one or group meetings with parents. Parents have been notified of their rights to be communicated with in a language they understand by correspondence and through various meetings such as "Freshmen Orientation" to general parent meetings held monthly.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: El Puente Academy	DBN: 14K685
Cluster Leader: Corinne Rello Anselmi	Network Leader: Nancy Scala
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ✱Before school ●After school ●Saturday academy ●Other:
Total # of ELLs to be served: 38 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

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: Title III Program: Early Morning: Language Immersion Program

The goals of this morning program are to have students express themselves on issues that deeply affect them through poetry, personal narratives, creative writing, reading and dialogue. Students will embrace the multicultural and multilingual environment present in El Puente and feel more at home in their new adopted country by tapping into their imaginations and becoming active members of the El Puente community. Students will write memoirs, short stories and poems reflecting their family's migration to a new country. The students will also help prepare for and organize school wide events such as The Winter Solstice writing festival, Three Kings Day, Womyn's day and the Hip Hop showcase. This active involvement in the school wide events will allow students to become invested in the school culture while focusing on the various modalities of the English language such as listening, speaking, writing, and reading. Students will create written and spoken pieces to present at these various events as well as help organize the events with a special focus on student's cultures and experiences. The class is designed to promote language development by utilizing balanced literacy strategies, challenging students to develop reading and writing skills in English. Throughout the course students will participate in different exercises that developed their reading, writing, listening, and speaking skills

The targeted population is 38 ELLs in 9th thru the 12th grade. The rationale is that although we have supported a lot of students to achieve proficiency in English, there still remains a number that are at performance level 1 and 2 and have not met their targeted AYP progress in English.

An ESL certified teacher will provide instruction Mondays, Tuesdays, Wednesdays, Thursdays, and Fridays 8:00 – 9:00am. The language of instruction is English. The Title III program will use the No Glamour Language and Reasoning workbook, Luna, Luna, Federico Garcia Lorca anthology, Latino Boom, Boricuas and Langston Hughes anthology. The class will begin in October and end in May (total of 31 weeks).

Part C: Professional Development

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

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

Begin description here: Our high quality professional development activities demonstrate an alignment to the instructional program being delivered throughout the regular school day. We recognize, however,

Part C: Professional Development

that our morning school program also requires this type of support. The Biliteracy committee has therefore designed a professional development series with the structure of our Title III program in mind. All of our staff is invited to attend; our Title III teacher facilitates the workshops to the main participants. All meetings are held afterschool at no cost to Title III.

Professional Development Workshops with ELL Focus:

1. Encouraging ELL students Language Development (October 26, 2011)
2. Writing Workshops for ELL students (December 14, 2011)
3. Speaking Intensive for ELL students (January 23, 2011)
4. Differentiation for ELL students (April 16, 2011)

Title III ELL Study Group

In addition, the ESL teacher and the drama instructor participate in an ELL focused study group to which they invite their students' subject area teachers (3 teachers). This group is a learning community that meets after school on Wednesdays, 2:30 – 4:00 pm from November to April (10 sessions). These study group times are specifically for the Title III teachers to meet to track and discuss the progress of the students in the Title III program, and to analyze, review, and discuss professional literature (to include Academic Language for English Language Learners and Struggling Readers, How to help Students succeed Across Content Areas, by Yvonne S. Freeman and David E. Freeman, and other materials) to inform their teaching and practice. Professional books for the study group will be at no cost to the Title III.

Part D: Parental Engagement Activities

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

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

Begin description here: Parent Involvement is a key component to our program. We offer opportunities for parents of ELLs to become involved with their child's ESL instruction. We also offer a program called the Lending Library, which is a book club for parents. The books read are in the parents' native language. The Lending Library meets once a trimester on a Saturday from 12-2pm. The dates are November 19th, March 10th and May 12th. We also offer workshops for parents of our students served through our Title III program once a trimester, on Saturday to provide them with sessions for understanding the NYSELAT exam, ELA Regents Exam, and strategies they may use to help their

Part D: Parental Engagement Activities

son/daughter. Title III funds will be used for activities to assist parents of youth offering comprehensive community service to help parents become more active participants in the education of their children. Title III funds will be used to provide family literacy training, parent outreach and activities. The parent workshops are designed specifically for Title III parents to help provide them with support in understanding the various exams their son/daughter is required to take as well as how our program is helping students prepare for these exams. In addition, Title III parents will learn effective strategies to help their son/daughter with language acquisition.

We encourage the participation of multiple representatives from the families of each of our 34 ELLs. Parents of 34 ELLs will be invited. One ESL teacher supported by the Parent Coordinator will present three two hour workshops for ELL parents. The parent workshop topics include the following: Understanding the NYSESLAT Exam (March 17, 2011, 10-12pm), Understanding the ELA Regents Exam: How Can Poetry and Screenwriting Help with Language Development (January 7, 2011, 12-2pm) and English Through the Arts: How Can the Arts Help My Child with English? (April 7, 2011, 10-12 pm)

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: \$		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL		