

2022-2023

COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN	11X468
School Name	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY
ENGAGEMENT	
Principal	Joanna Cartagena

COMPREHENSIVE EDUCATIONAL PLAN OUTLINE

TABLE OF CONTENTS

MAIN SECTIONS (CUSTOMIZED BASED ON SCHOOL ACCOUNTABILITY STATUS):

- SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING
- SECTION 2: SCHOOL INFORMATION
- SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE
- SECTION 4: SCHOOL SUMMARY
- SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)
- SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)
- SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

APPENDICES (REFLECTING ADDITIONAL REQUIREMENTS FOR SPECIFIC GROUPS OF SCHOOLS):

- APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)
- APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN
- APPENDIX 3: TITLE III (LEP) APPLICATION
- APPENDIX 4: TITLE I PROGRAM INFORMATION
- APPENDIX 6: SUBMISSION ASSURANCES

SECTION 1: OVERVIEW OF COMPREHENSIVE EDUCATION PLANNING

Overview of Comprehensive Education Planning

This section provides an overview of the education planning process, inclusive of guidance on conducting a comprehensive needs assessment. The Comprehensive Education Plan (CEP) satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under the Every Student Succeeds Act (ESSA) and aligns with the Chancellor's **Four Pillars for Building Trust in NYC Public Schools**: 1) Reimagining the Student Experience; 2) Scaling, Sustaining and Restoring What Works; 3) Prioritizing Wellness and its Link to Student Success; 4) Engaging Families as True Partners.

The Education Planning Process



The CEP is a document that engages stakeholders in continuous improvement practices through an equity lens. The School Leadership Team (SLT) follows these steps to develop the CEP.

The CEP development process begins with the identification of Areas of Concentration (AOCs), followed by a comprehensive needs assessment informed by an analysis of the school's most current data to identify inequities. Once the SLT clearly understands school needs, priorities and root causes, the team uses this data analysis to set specific, measurable, attainable, relevant and timely—SMART goal(s) for AOCs. Next, the SLT determines targets to measure progress toward meeting the annual goals. The SLT, in collaboration with other instructional leaders, creates progressive action steps including professional learning and identifies strategies to support parent, family and community empowerment to support the achievement of CEP goals. The SLT aligns the school-based budget with human and instructional resources to support implementation of the action plan and achievement of annual goals.

As schools set goals and plan action steps, they provide opportunities for all children to meet NYSED's proficient and advanced levels of student academic achievement. These include evidence based instructional strategies that address the educational needs of historically underserved populations and tackle structural inequities. Schools indicate how the plan addresses the needs of Multilingual/English Language Learners (ML/ELL) through development of the school's Language Allocation Policy (LAP) & Title III Application (if applicable) and the Language Translation and Interpretation (LTI) Plan, that are required as part of the Comprehensive Education Plan. Schools also address the needs of Students with Disabilities (SWD) through the Quality Individualized Education Program (IEP) Area of Concentration.

CEP Guidance on Conducting a Comprehensive Needs Assessment

CEP Guidance on Conducting a Comprehensive Needs Assessment

Directions: Conduct a comprehensive needs assessment for each Area of Concentration (AOC). The information below provides guidance for reviewing and analyzing student and school performance trends to uncover root causes for low student achievement.

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative data, including pre-COVID-19 learning data
 - Potential ESSA Accountability Indicator Goal Sheet.
 - Instructional Leadership Framework (ILF), Supportive Environment Framework (SEF) Inventories, and NYC School Survey results should be considered when developing a SMART Goal for the Supportive Environment (SE) AOC.
- Quality Review Reports, NYSED and NYCDOE CSI/TSI Support Visits, Receivership Quarterly Reports (as applicable), and **Diagnostic Tool for School and District Effectiveness Framework (DTSDE)**
 - NYSED School Report Card, NYC School Quality Guide, NYC School Performance Dashboard, New Visions, NWEA MAP and/or other formative assessment data, and NYCDOE's **State Accountability Resource Tool (StART)**, for specific NYSED accountability student subgroup information.
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify data trends by grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and school practices that are impacting student performance. Guiding questions to consider:
 - *What does the data reveal about improving and declining student performance trends within grades, cohorts, and student subgroups?*
 - *What inequities are evident between highest and lowest performing student subgroups? Which subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?*

- *What does the data suggest regarding the effectiveness (or ineffectiveness) of current school programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?*
- *Are there any differences in student performance between program delivery models for ML/ELL and SWD? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language)*
- *How does delivery of instruction factor into data trends? What are the implications for teacher quality and professional learning?*

▪ **Identify Root Cause(s):** After analyzing the data, engage in a process for uncovering root causes or contributing factors for low student and school performance. Develop theories or hypotheses to explain why these needs exist and why your school is getting its current outcomes. Root causes could be related to gaps and inequities in areas such as curriculum & instruction, school systems & structures, student support services, school climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the **5 Whys Method** or other methods for identifying root causes. Consider the questions below and additional questions and resources linked **here**:

- *What theories or hypotheses explain the current student and school outcomes?*
- *Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?*

Additional resources and supports are available below.

- Use this **CEP Needs Assessment Worksheet** to help your SLT and stakeholders identify appropriate data sources, data trends, priority needs and root causes.
- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this **deck**.
- A current list of all CEP/Title I resources can be found on this **CEP/Title I Resource Directory**.

SECTION 2: SCHOOL INFORMATION

School Information

School Name:	PELHAM ACADEMY FOR ACADEMICS AND COMMUNITY ENGAGEMENT
District Borough Number (DBN):	11X468
Grades Served:	6-8
School Address:	2441 Wallace Ave, Bronx, NY 10467
Phone Number:	718-881-3136
Fax:	718-881-3413
School Contact Person:	Joanna Cartagena
School Contact Person Email Address:	jcartagena@SCHOOLS.NYC.GOV

Principal:	Joanna Cartagena
United Federation of Teachers (UFT) Chapter Leader:	Paolo Broccolo
Parents' Association President:	Laureta Marku
SLT Chairperson:	Marco Pardo
Title I Parent Advisory Council Chairperson (PAC):	Ameeta Persaud
Student Representative(s) Middle /High School:	N/A
Student Representative(s) Middle /High School:	N/A
Community Based Organization (CBO) Representative:	Capris Saul
School-Based Students in Temporary Housing (STH) Liaison:	Jocelyn Vargas

District Information

Geographic District:	11
Superintendent:	Cristine Vaughan
Superintendent's Office Address:	1250 Arnow Ave., Bronx, NY 10469
Superintendent's Email Address:	CVaugh2@schools.nyc.gov
Phone Number:	718-881-3136
Fax:	N/A

SECTION 3: CEP SLT/STAKEHOLDER SIGNATURE PAGE

School Leadership Team (SLT) Signature Page

All School Leadership Team (SLT) members are expected to sign this page to confirm their participation in the development of this Comprehensive Education Plan (CEP) and that they have been consulted regarding the alignment of the school-based budget to support this school's educational program, which includes annual goals and action plans, Multi-Tiered Systems of Support (MTSS), Supportive Environment Framework, Parent and Family Engagement Policy, and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with **Chancellor's Regulation A-655**. The SLT also serves as the Core Community Engagement Team (CET) for Receivership Schools. Go to the **School Leadership Team Resources** page to learn more information. Under the Federal Every Student Succeeds Act (ESSA), NYS Education Law and Commissioner's Regulations, stakeholder participation in the development of the CEP must include multiple constituencies who represent the school community. Note: Stakeholders participating in the development of the CEP who are not listed on the SLT page sign the section below entitled *Additional Stakeholder Participation on CEP Development*.

Directions: List the names of each SLT member in the first column on the chart below.

- Specify the constituent group represented, e.g., parent, staff, student. Note: Two student minimum required for high schools; SED requires CSI/TSI Middle Schools to have student representation.
- Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*. Note: The Core SLT members also serve as the CET for Receivership schools.
- SLT members should review this document and sign in the Signature column. If an SLT member does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
- Schools may modify their SLT bylaws as needed to address additional school and/or ESSA requirements for stakeholder engagement.

SLT Member Name	Position and Constituent Group Represented	Signature
Joanna Cartagena	*Principal or Designee	
Paolo Broccolo	*United Federation of Teachers (UFT) Chapter Leader or Designee	
Laureta Marku	*Parents' Association (PA)/ Parent-Teacher Association (PTA) President or Designated Co-President	
Kristina Martini	District Council 37 (DC 37) Representative (staff), if applicable	
N/A	Title I Parent Advisory Council Chairperson (or alternate)	
N/A	Student Representative (Required for high schools)	
N/A	Student Representative (Required for high schools)	
Caprice Saul	CBO Representative, if applicable	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
N/A	Student Representative (Required for CSI, TSI, Receivership Middle Schools)	
Persaud Ameeta	Staff or Parent	
Daniella McLeod	Staff or Parent	
Edwina Rivera	Staff or Parent	
N/A	Staff or Parent	
N/A	Staff or Parent	
N/A	Staff or Parent	
N/A	Staff or Parent	

Additional Stakeholder Signature Page

Directions: Stakeholders participating in the development of the CEP who are not listed on the SLT page may sign below. Additional stakeholders may include, but not be limited to, school and district leaders, school staff, parents/families/guardians, students, community organizations, additional Core Community Engagement Team (CET) members (if applicable), members of the **School Implementation Team (SIT)**, and/or school-based staff development committee that serves as the Instructional Leadership Team (ILT) tasked to improve instructional practice across the school. Go to NYSED's guidance on **Requirements for Meaningful Stakeholder Participation** to learn more.

- List the names of additional stakeholders in the first column on the chart below.
- Specify the constituent group represented.
- Stakeholders should review this document and sign in the Signature column. If the stakeholder does not wish to sign this plan, the member must check the box under the column "Opt Out of Signing, if applicable" and may provide the principal with a written explanation in lieu of a signature, which must be maintained on file at the school and uploaded in **iPlan** with the original SLT signature page. Note: Signature of the additional stakeholders indicates participation in the development of the CEP, not approval.
- The original signed copy, along with any written/electronic communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

<p>Develop a narrative summary that includes contextual information about your school's community and its unique/important characteristics and partnerships:</p> <p>Include demographic information about your school's student population.</p>	<p>We have a diverse student body represented by all shades, languages and abilities. We have special populations that are all unique and capable of achieving at high levels. Our job has and continues to be finding ways to afford ALL of our children with the supports they need to compete at any level. Our students come to understand the concept of community as they learn to work together, effectively, within and beyond the walls of our school. Our families have always and continue to play a crucial role in the success of all our children. We work to ensure that families continue to remain engaged in the critical yet complex tasks associated with supporting their development and progress. While family participation is, at times, impressive, it has not been consistent. Our objective is to create high quality experiences that engage all families which will require that we concentrate our efforts on key activities as opposed to creating monthly opportunities that are not well attended. Parent engagement opportunities will be more intentional, each incorporating some celebration/acknowledgement, information/training, and opportunity to connect/network. To ensure that instructional time is being used efficiently and effectively, teachers in each of the 4 major disciplines are programmed for uninterrupted blocks of time where they gather as professional learning teams to engage in the inquiry process. Their time is spent analyzing student performance data, analyzing student work, unit planning and lesson planning all guided by a process of goal setting and progress monitoring. Our ongoing partnership with Teaching Matters has factored into the ongoing success of our teacher teams and provided quality support in developing the capacity of teachers as leaders. In addition to content team inquiry, our grade teams are engaged in ongoing inquiry around a central goal. For the upcoming school year our grade teams will be focused on the whole child, ensuring that we are incorporating SEL within our content areas but touching base in our grade team meetings to assess student progress. While our primary focus is to accelerate the academic gains of all students, we realize that children at this stage in life are experiencing a significant and oftentimes tumultuous transition into adolescence. To support them during this transition, we have reaffirmed our commitment to embedding social/emotional development initiatives into our action plan for the year. We will continue to develop and refine our Advisory program, ensuring that we are incorporating opportunities for students who have been remote to reincorporate them into our community. The advisory program will weave in sessions that allow student to define themselves as individuals as well a vital part of our school community. Our partnership with The Bronx House, through the DYCD's SONYC initiative will continue to afford one third of our student body with access to afterschool programming from 2:20-5:20pm every day of the week. In addition to our SONYC offerings, students engage in a variety of recreational, leadership, character development opportunities that are a structured part of our own afterschool programming. On average more than half of our students participate in afterschool programming every year. As the program transitions to a new site director, we will work closely to ensure that their messaging, programming and training closely reflect our values so that the students experience after school resembles and serves as an extension of their experience during the school day.</p>
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What are the primary digital and/or print curricula/programs used for ELA and Math:

Indicate the content area, grade band and any adaptations made.

Content Area (Indicate ELA and Math Only)	Grade Band	Digital and/or Print Curricula/Program	Adaptations
ELA	6-8	Expeditionary Learning	
Math	6-8	Illustrative	

SECTION 5: CONTINUOUS IMPROVEMENT PLANNING (GOALS, PROGRESS MEASURES, ACTION PLANS)

DIRECTIONS: IN COMPLETING THIS SECTION, YOUR SLT WILL ENGAGE IN THE STEPS LISTED BELOW TO INFORM THE DEVELOPMENT OF SCHOOL GOALS AND ACTION PLANS.

- REVIEW MULTIPLE SOURCES OF FEEDBACK REGARDING DATA, PRACTICES, AND RESOURCES TO IDENTIFY INEQUITIES, NEEDS AND ROOT CAUSES. REFER TO THE GUIDANCE FOR DEVELOPING A COMPREHENSIVE NEEDS ASSESSMENT ON THE FOLLOWING PAGE.
- DETERMINE PRIORITY NEEDS, ROOT CAUSES, AND GOALS BASED ON THE NEEDS IDENTIFIED.
- SHARE THE CEP GOALS AND ACTION PLANS WITH THE FULL SCHOOL COMMUNITY AND ENGAGE ALL STAKEHOLDERS IN IMPLEMENTING THE PLAN.

NOTE: YOUR SCHOOL MUST COMPLETE ONE (1) GOAL FOR EACH REQUIRED AREA OF CONCENTRATION (AOC). IN THE IPLAN PORTAL, YOUR SCHOOL CAN IDENTIFY MORE THAN ONE GOAL FOR EACH AOC, IF DESIRED, AND YOU CAN ALSO IDENTIFY GOALS FOR OPTIONAL AOCs.

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL ELA

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Understand Key Ideas, Details, and Connections	Spring 2022, MAP data shows over 50% of students scoring on or below tier 2 in Understand Key Ideas, Details, and Connections	Teachers were grappling a new and dense curriculum. They needed to focus on assessing students and determining areas that students needed to focus on.

Elementary/Middle School ELA SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	27%	By June, 2023, Elementary/Middle School ELA for All Students will Increase 10%, from 27% to 37%, as measured by MAP Growth Data.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/21/2022			
MAP Growth Data	% of students on or above grade level overall placement will increase 15%	22%	29%	All over student progress will increase by at least 5%	Students will demonstrate an overall 10% increase

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/02/2022	10/22/2022	Summer Professional Development to train teachers in reading intervention programs. Creation of a strategic reading intervention program to tier instruction to students focused on comprehension of informational text and vocabulary development.
09/06/2022	06/24/2023	Meet, weekly, with grade level ELA teams to engage in cycles of inquiry that include, data analysis, unit planning, lesson planning and assessment planning.
10/11/2022	11/12/2022	Administration of the Fall iReady baseline assessment. Grade level ELA teams conduct a data dive to assess where their students are in terms of progress through the previous years standards and revise UOS as needed.
11/15/2022	01/28/2023	Engage in PL around the alignment of instructional goals with materials to ensure that students have access to the scaffolds they need to progress toward mastery.
11/22/2022	01/28/2023	Identify students for AIS and begin receiving support 2-3 per week.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/03/2023	06/24/2023	6 week PL cycles by grade level focused on student discussion & engagement- ensuring students have access to informational texts focused on comprehension and vocabulary development
01/03/2023	01/31/2023	Mid year IReady assessment
02/07/2023	02/28/2023	ELA grade level teams will do a deep dive into their data and will re structure their scope & sequence to ensure that areas of deficiencies are targeted.
03/01/2023	06/24/2023	6 week PL cycles with grade level content team to focus on areas of deficiencies determined by the mid year IReady Growth data.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	10/01/2022	Parent Orientation Session to inform parents of Expeditionary Learning and major assignments students will encounter.	Ensure that Bronx House SONYC is included in the orientation.
09/06/2022	06/24/2023	Parent notification of what is happening in class- can be a letter, email or recording.	Ensure that Bronx House SONYC is included in the orientation.

Human Resources	Teacher professional development for strategic reading circles
Instructional Resources	Teacher professional development for strategic reading circles, books, and data maps
Schedule Adjustments	ongoing
Other Resources Needed	ongoing

AREA OF CONCENTRATION ELEMENTARY/MIDDLE SCHOOL MATH

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Operations and Algebraic Thinking	MAP data shows that less than a third of the students are on or above grade level in Operations and Algebraic Thinking	Students throughout covid/remote learning may have missed the foundational skills for learning algebra

Elementary/Middle School Math SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	21	By June, 2023, Middle School Math Operations and Algebraic Thinking will increase to more than a third of all students performing on or above grade level.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		9/21/2020			
iReady Growth	% of students on or above grade level in growth data	21%	28%	Students will increase to over 30%	Students will reach the goal of over a third performing on or above grade level

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/02/2022	09/11/2022	Incorporation of Illustrative (a new Math curriculum for our school); ensure that teachers attend summer PD to get acquainted with the Math curriculum. This curriculum accounts for the geometry gap by adjusting its timeline.
09/20/2022	06/27/2023	Establish and strengthen ICT Teams by establishing clear roles, norms and procedures.
09/20/2022	06/06/2023	Meet weekly with grade level math teams to engage in cycles of inquiry that include, data analysis, unit planning, lesson planning and assessment planning (all with a particular focus on our targeted subset of SWD's receiving SETSS or ICT instruction).
09/20/2022	11/01/2022	Administration of the Fall iReady baseline assessment. Grade level Math teams conduct a data dive to assess where their students are in terms of progress through the previous years standards and revise UOS as needed.
11/15/2022	01/28/2023	Engage in PL around the alignment of instructional goals with materials to ensure that students have access to the scaffolds they need to progress toward mastery.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. **Note:** Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/10/2022	01/28/2022	Mid-Year IReady Assessment. Math team deep data dive & curriculum re structuring.
01/31/2022	04/01/2022	Structure intervention groups (after school, AIS, and Saturday program) with a 4 week cycle for each group.
01/31/2022	04/01/2022	6 week PL cycles with SPED team to focus on academic support of students within the ICT environment and/or those receiving SETTS.
05/02/2022	06/24/2022	6 week PL cycles with SPED team to focus on academic support of students within the ICT environment and/or those receiving SETTS.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/13/2022	10/01/2022	Parent Orientation to the new Math Curriculum	Ensure that Bronx House SONYC have access
09/06/2022	06/24/2023	Ensuring that parents receive a breakdown of what is being taught in each unit and the major assignments.	Ensure that Bronx House SONYC have access

Human Resources	Teachers that will need PD; Teachers to organize the parent orientation and instructional materials for parents- per session to be done in teams.
Instructional Resources	Illustrative Math materials
Schedule Adjustments	Reorganizing the AIS program along with the after school and Saturday intervention program; ongoing.
Other Resources Needed	

AREA OF CONCENTRATION SUPPORTIVE ENVIRONMENT FRAMEWORK (SEF) - REQUIRED

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Some students indicate that teachers support them when they are upset	NYC School Survey results from 2018-2019 show that 54% of students say that their teachers support them when they are upset. The 2022-2023 results show that we have increased to 66%. This remains an area that we need to focus on as a school.	Teachers continue to lean on the guidance counselors to support students. We will have PD targeted on supporting students SEL. We will incorporate SEL strategies into every classroom to ensure that all students feel emotionally supported.
Students participate in constructive discussions in the classroom	NYC School Survey results from 2022-2023 show that 65% of teachers believe that students participate in constructive discussions in the classroom that include useful feedback from their teachers and peers, and students use data and text references to support their ideas. (Element: Rigorous Instruction)	Post covid, students had some difficulty transitioning back to in school learning; this included engaging in intellectual discussion. Teachers also needed to use discussion strategies to get students to productively engage.

Supportive Environment Framework (SEF) - Required SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED’s Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED’s guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
Collaborative & Trusting Relationships	2022-2023 NYC School Survey results shows 68% of students saying that their teachers support them when they are upset (Q3e). This has increased from 54%, but still lower than the anticipated increase.	By June, 2023, practices related to Personal Attention & Support will improve 15%, from 2022-2023 NYC School Survey results shows 68% of students saying that their teachers support them when they are upset (Q3e). This has increased from 54%, but still lower than the anticipated increase. to 78%, as measured by positive NYC School Survey responses, resulting in improved Collaborative & Trusting Relationships.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		2021-22			
NYC School Survey	% for Supportive Environment	54%	n/a- DESSA still being completed	n/a	n/a

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
08/30/2022	09/02/2022	Whole school Orientation; vision and mission building; team building.
09/09/2022	09/24/2022	Identifying the needs of our students as per the results of the NYC School Survey. Structuring programs that can assist in ensuring that students feel that they are supported emotionally. SEL components weaved into the structure of all classes.
09/27/2022	11/12/2022	Guidance department to plan for faculty conferences to ensure that teachers have resources to implement SEL strategies.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
12/06/2022	12/18/2022	Mid Year assessment of student responses to in house survey
01/03/2023	01/28/2023	Whole school analysis of student responses to the in house survey. Grade teams to work on ways to ensure that teachers are connecting with students.
01/31/2023	03/04/2023	Guidance will create and execute faculty conference to ensure that teachers are incorporating SEL strategies in their classrooms. In addition to ensuring that programs are developed to ensure that students and teachers are able to connect.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
11/15/2022	11/19/2022	Annual Fall Festival to Connect with Families	Bronx House SONYC team will be incorporated in the planning and execution of the event
12/13/2022	12/17/2022	Heritage Celebration or Winter Showcase	Bronx House SONYC team will be incorporated in the planning and execution of the event

Human Resources	Faculty members and Bronx House Team
Instructional Resources	ongoing
Schedule Adjustments	ongoing
Other Resources Needed	TBD

AREA OF CONCENTRATION CHRONIC ABSENTEEISM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Students who are still adapting to the return to school from remote learning; or being in school through a pandemic struggled with chronic absenteeism	Year to date student attendance/absenteeism summary report of students with chronic absenteeism are predominantly students who were in remote learning	Students who were in remote learning, struggled coming to school consistently through the school year. Students were often kept home with symptoms or for fear of becoming exposed to covid.

Chronic Absenteeism SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students	19	By June, 2023, Chronic Absenteeism for All Students will Decrease from 19 to 10, as measured by year to date student attendance/absenteeism summary report. At the end of the 2020-21 school year, we were at 50 chronically absent and reduced that number to 19.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 2022			
Insight Platform Chronic Absenteeism Data	% of students identified as Chronically Absent	19	19	15	10

Action Planning - August to January

Directions: Identify the progressive action steps your school will take between **August and January**, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the first half of the year to address the root causes identified above?)
09/08/2022	10/01/2022	Students and families with attendance issues will have a formal meeting with the attendance team.
09/06/2022	06/24/2023	Attendance team convenes weekly to assess attendance patterns, identify trouble spots and strategize solutions
09/13/2022	06/24/2023	Continue the attendance structure used during blended/remote learning for students with chronic absenteeism.

Action Planning - February to June

Directions: Indicate the progressive action steps your school will implement from February to June to continue addressing root causes in order to achieve the goal(s) for this AOC. Note: Progress monitoring results should be used to update steps in this chart, if appropriate.

Start Date	End Date	Action Steps to Address Areas of Need (What will your school do in the second half of the year to address the root causes identified above?)
01/31/2023	06/24/2023	Attendance team will perform a mid year assessment of where we are as a school assess attendance patterns, identify trouble spots and strategize solutions. They will continue to convene weekly to ensure that they are integrating the solutions.
02/07/2023	06/24/2023	ILT and Attendance team will engage in ongoing PDSA cycles to isolate the root causes of low student engagement and identify steps that can be taken to remedy the situation.
02/28/2023	03/25/2023	Grade teams will review the attendance team mid year assessment and identify ways to assist in ensuring that our students are in school.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/15/2022	10/15/2022	Parent Orientation Session to include attendance incentives for students with chronic absenteeism	Ensure that Bronx House SONYC is included in the planning
01/03/2023	01/28/2023	Mid Year Meetings with Families of students with Chronic Absenteeism	

Human Resources	Guidance Team, Attendance Team, IL team, and Grade Teams
Instructional Resources	Teams will develop a list
Schedule Adjustments	ongoing
Other Resources Needed	TBD

AREA OF CONCENTRATION QUALITY INDIVIDUALIZED EDUCATION PROGRAM

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for this Area of Concentration (AOC), use the chart below to:

- Indicate the high leverage priority needs determined by your school that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.
- Summarize the data trends (gaps in student and school performance) for each priority need. Use the most current data available and cite the data source and year.
- Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student and school outcomes.

1. Priority Need	2. Data Trend(s) (Cite Data Source & Year)	3. Root Cause(s)
Alignment between Goals & PLOP	There is 25% strong alignment between the goals and the PLOP	Teacher PD needed to ensure that there is effective writing of the goals and the PLOP
Alignment between services & PLOP	There is a 50% strong alignment between services and PLOP	Teacher PD needed to ensure that there is effective writing of the goals and the PLOP

Quality Individualized Education Program SMART Goal Directions: After conducting a comprehensive needs assessment by analyzing the school data, surfacing priority needs and identifying root causes, develop at least one SMART goal for this AOC informed by the identified priority needs and required progress targets indicated in NYSED's Potential ESSA Indicator Goal Sheet, if applicable. Refer to NYSED's guidance on Acceptable vs. Unacceptable Effective Practice CEP Goals. Use the SMART Goal builder in iPlan for support in developing your goal.

Target Population	Baseline Data (CSI/TSI use ELA Academic Achievement Index)	SMART Goal
All Students with Disabilities (SWD)	50	By June 2023, to strengthen the quality and implementation of IEPs for All Students with Disabilities (SWD), we will improve Alignment of IEPs across present level of performance (PLOP), annual goals, and recommended services. by an Increase of 10% from 50% to 60%, as measured by Quality IEP Reviews.

Progress Measures and Targets

Directions: It is expected that progress monitoring occurs at two progress monitoring periods during the school year. Identify what your school would expect to see at the end of each period to know if you are on track to reach the identified goal(s) for this AOC. The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal.

Measurement Tool	Key Performance Indicator	Quarterly Progress Monitoring Targets			
		Baseline Data	P1 (10/1-11/30)	P2 -Midyear (11/16-3/4)	P3 (4/26-6/17)
		May 2022			
IEP Reviews	Alignment in the IEP between services and PLOP to show strong alignment (Question 61 on the review)	50%	52%	55%	60%

Action Planning

Directions: Identify the progressive action steps your school will take, in logical and chronological order, to address the specific priority needs and root causes identified for this goal(s). Action plans should focus on new activities or initiatives, and/or modifications to current initiatives, which address root causes. Note: Routine activities the school does every year should not be included.

Start Date	End Date	Areas of need	Action Steps to Address Areas of Need (What will your school do to address the root causes identified above?)
09/06/2022	10/21/2022	Ensure program and service recommendations are appropriate for each student and provide access to the student's least restrictive environment	Ensure that teachers and IEP teams reevaluate the appropriateness of each recommended program and service for every student prior to all IEP meetings with a focus on question 29 of the IEP review.
09/15/2022	06/24/2023	Develop appropriately rigorous standards-aligned annual goals	In house audit of annual goals during Special Education Profession Learning Team Meetings conducted biweekly.
10/01/2022	11/12/2022	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum	Ensure "impact of disability" statements reflect the effect of the student's disability on access, participation and progress in the general education curriculum by having the SPEDPLT members split by cohort to review each grade.
09/08/2022	10/03/2022	Ensure that programs and services mandated on each student's IEP are delivered	The Special Education Coordinator reviews and ensures that programs and services mandated on each student's IEP are delivered.
09/27/2022	04/28/2023	Ensure that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]	The Special Education Coordinator reviews and ensures that transition planning is reflective of student needs for all students age 14 and older [Required for all schools with students in 8th-12th grade]
09/08/2022	06/01/2023	Conduct IEP meetings within specified compliance dates	The Special Education Coordinator conducts IEP meetings within specified compliance dates.
09/06/2022	06/01/2023	Monitor referrals to Special Education to ensure appropriate referrals only	Monitor referrals to Special Education to ensure appropriate referrals only and ensure that the SBST follows through when necessary.

Family and Community Engagement

Directions: Indicate the strategies/activities that will be implemented to support and engage families and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies/Activities	Partners/CBOs Leveraged (if applicable)
09/08/2022	10/29/2022	Special Ed Coordinator to conduct a SPED Family Orientation Session for new families	N/A
09/12/2022	11/18/2022	Special Ed Coordinator to conduct a School Wide Family Meeting on Special Education Services	N/A
09/08/2022	06/01/2023	Provide access to translation/Interpretation for all families of SWDs during IEP related meetings using the Over-The-Phone Interpretation Services	Translation and Interpretation Unit /BCO/District

Human Resources	Special Education Coordinator
Instructional Resources	access to materials
Schedule Adjustments	ongoing
Other Resources Needed	ongoing

SECTION 6: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Academic Support

NYCDOE Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. MTSS identifies the academic support services to be provided and ensures that students receive Response to Intervention (RtI) and Positive Behavioral Interventions and Support (PBIS) strategies as needed. See **NYSED's memo** to view the criteria for determining AIS services. The **Supportive Environment Framework (SEF)** offers a wide range of evidence-based Tier 2 and Tier 3 interventions and supports for student social-emotional, behavioral, physical and mental wellness.

Use the charts below and a Multi-Tiered System of Support (MTSS) to match academic, social/emotional, behavioral and instructional resources with student needs to provide targeted support for all learners, especially students who experience difficulty meeting state standards and those students who are living in Temporary Housing. Indicate specialized materials, technology-based tools and/or extra instruction, including Expanded Learning Time that supplements school-wide systems & supports and/or classroom level supports that address the unique social/emotional, behavioral and academic challenges of culturally and linguistically diverse students.

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports:

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2 ELA	IReady Growth Reports	Rewards	Small group	during school	both
Tier 3 ELA	IReady Growth Report	TBD	Tutoring	After School	both
Tier 3 Math	IReady Growth Report	TBD	Tutoring	After School	both

Student Social/Emotional Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports. Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Guidance Minute meetings	TBD	Small group	during school or after school	no
Tier 3	Guidance Minute meetings	TBD	Clubs	after school	no

Students in Temporary Housing (STH) Support

As included in your school's Office of School and Youth Development Consolidated Plan-STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). All Title I and non-Title I schools receive a Title I allocation for STH students. The **Students in Temporary Housing (STH)** website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your STH population, please refer to **TITLE I, Part A: Homeless Set-aside Guidance on Allowable and Unallowable Expenditures**.

<p>Identify the number of Students in Temporary Housing who are currently attending your school.</p> <p>Since the number of STH children can change regularly, schools must carefully track this number to determine whether there has been an increase in need.</p>	5
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Describe the services you are planning to provide to the STH population.	STH will have check ins with their guidance team on a monthly basis. In addition, they will be encouraged to attend after school clubs and Saturday programs. Students will be given all school related materials necessary for school including uniforms and bookbags. We will ensure that families are aware of the breakfast program and encourage students to attend. We will create opportunities for the students to be part of a team so that they can create connections with other students and adults.
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SECTION 7: PARENT AND FAMILY ENGAGEMENT POLICY AND SCHOOL-PARENT COMPACT

Parent and Family Engagement Policy

Directions: The Parent and Family Engagement Policy should describe how your school will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact (SPC) is a component of the Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current Comprehensive Education Plan (CEP) goals for improving student achievement and should be developed or updated with input and feedback from parent leaders and the Parent Coordinator. In addition, if the school community will be engaged in central parent engagement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

In Title I schools, the Title I Parent Advisory Council (PAC) represents the Title I parent community in supporting parent and family engagement. The Title I PAC Chairperson will serve in a consultative role with the SLT representing the school's Title I parents. Schools are encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parent and family engagement requirements) as guidance for updating the school's current policy.

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. [School Name], in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association (or Parent-Teacher Association), and Title I Parent Advisory Council as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

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

Parental Involvement and School Quality

Pelham Academy's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will: • actively involve and engage parents and family members in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Education Plan, including the implementation of the school's Title I Parent and Family Engagement Policy and School-Parent Compact; • engage all parents in discussion and decisions regarding the required Title I, 1% set-aside funds, which are allocated directly to the school to supplement parent and family engagement activities, including family literacy and parenting skills; • ensure that the Title I funds allocated for parent and family engagement are utilized to implement activities and strategies as described in the school's Parent and Family Engagement Policy and the School-Parent Compact; • support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills; • maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.; • conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; • provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report; • host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent and family engagement requirements under Title I, Part A, Section 1116 and other applicable sections under ESSA; • schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions; • translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by: • hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; • encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council; • supporting or hosting Family Day events; • establishing a Parent Resource Center/Area or lending library; instructional materials for parents; • encouraging more parents to become trained school volunteers; • providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; • developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; • providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

School-Parent Compact (SPC)

Pelham Academy, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities: High Quality Curriculum

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA);

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

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

I. School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

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

I. School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents and family members;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

APPENDIX 1: LANGUAGE ALLOCATION POLICY (LAP)

LANGUAGE ALLOCATION POLICY OUTLINE

Language Allocation Policy Outline

2022-23 Grades K-12 Language Allocation Policy (LAP)

DIRECTIONS: This submission form supports schools with organizing a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for Multilingual Learners/English Language learners (MLs/ELLs). This is an annual plan of how your school will support linguistic and academic needs of MLs/ELLs and must be completed yearly. The Language Allocation Policy (LAP) is a part of the schools' Comprehensive Education Plan (CEP).

This is a living document. Any school-wide changes involving the services of MLs/ELLs, such as the addition or expansion of a Transitional Bilingual Education (TBE) or Dual Language (DL) program, should be updated in this form.

Agenda, minutes of LAP meetings, and LAP team members' attendance at meetings should be kept readily available on file in the school with all other ML/ELL critical documents. When preparing your school's submission, provide extended responses in the available spaces. For additional information, refer to the **Policy and Reference Guide for MLs/ELLs** and **LAP InfoHub**.

PART I: SCHOOL ML/ELL PROFILE

This section should reflect the school's demographics for the 2022-23 school year. If completing before the 2022-23 school year begins, questions should be based on the anticipated population served by the school.

For additional information, refer to **School ML/ELL Profile Professional Learning Module**.

A. School Information

District:	11
Borough:	Bronx
School Number:	468

B. Language Allocation Policy Team Composition

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

Member Title	Name
Principal	Joanna Cartagena
Instructional Coach	Brenda Castano
Coach	Mona Parkinson
English as a New Language (ENL)/Bilingual Teacher	Rachel Hirt
School Counselor	Jocelyn Vargas
School Counselor	Marco Pardo
Teacher/Subject Area	
Parent	
Parent Coordinator	Ms. Marttini
Related-Service Provider	

C. Teacher Qualifications

Please review all certifications for all staff members at your school, and complete the number of certified staff for each category.

1. English to Speakers of Other Languages (ESOL) Certified Teacher

Number of ESOL certified teachers currently teaching ENL:	1
Number of teachers currently teaching a stand-alone ENL class who hold both a common branch license and ESOL certification [applicable to grades K–6]:	Rachel Hirt
Number of certified ESOL teachers not currently teaching ENL:	0
Number of teachers who hold both content area/common branch and ESOL certification:	0
Number of ESOL certified teachers with a bilingual extension:	0

2. Certified Teachers with a Bilingual Extension

Number of certified teachers with a bilingual extension currently teaching in a bilingual program:	0
Number of certified teachers with a bilingual extension <u>not</u> currently teaching in a bilingual program:	1
Number of teachers certified to teach students with disabilities that also have a bilingual extension:	1

3. Foreign Language/World Language Certified Teachers

Number of certified foreign language/world language teachers providing Home Language Arts (HLA) to students in bilingual programs [applicable to grades 7–12]:	0
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D. Student Demographics

Total number of students at your school (excluding pre-K):	279
Total number of current ELLs at your school:	50
Total percentage (%) of current ELLs at your school:	17%
Total number of former ELLs at your school:	9
Total percentage (%) of former ELLs at your school:	2.3%

PART II: BILINGUAL PROGRAMS

Provide the number of classrooms for each bilingual program, by grade, at your school *for the 2022-23 school year*. If submitting before the 2022-23 school year begins, this should be the anticipated number of classrooms based on anticipated enrollment.

Each language and program model--Transitional Bilingual Education (TBE) or Dual Language (DL)--is considered a separate program. In the second column, please indicate if the program is General Education (GE), Integrated Co-Teaching (ICT) special education, Special Class (SC), or Mixed-Group Class (MGC) special education. If a classroom bridges two grades, list as 0.5 classrooms for both grades.

For additional information, refer to **Bilingual Programs Professional Learning Module**.

■ Bilingual Programs in Grades K to 12

	Program Type	Language	School Yr Opened	k	1	2	3	4	5	6	7	8	9	10	11	12	Totals
TBE	N/A	N/A	N/A														0
TBE																	0
TBE																	0
DL																	0
DL																	0
DL																	0
				total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	total: 0	

Does your school have a bilingual program (Transitional Bilingual Education (TBE) or Dual Language (DL))?	No
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PART III: ML/ELL PROGRAMMING

Please refer to New York State **Commissioner's Regulation (CR) Part 154 Units of Study Tables** as you describe academic programming for MLs/ELLs at your school below.

For additional information, refer to **ML/ELL Programming Professional Learning Module**.

<p>1. How is instruction for MLs/ELLs delivered in the following programs? Include how integrated and stand-alone ENL are implemented as per CR Part 154 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogenous [proficiency level is the same in one class]).</p> <p>Stand-alone English as New Language (ENL)</p>	<p>Instruction for students at Pelham Academy is a Freestanding ENL Program. Students are heterogeneously grouped into their grade specific content classes. Entering and Emerging students receive 4 periods (180 minutes) of integrated instruction per week as well as 4 periods (180 minutes) of stand-alone instruction per week. Transitioning and Expanding students receive 4 periods (180 minutes) of integrated instruction per week. ENL students travel together heterogeneously by grade level for integrated instruction. During standalone ENL instruction, students are graded and receive instruction in a heterogeneous setting. During push-in support, the ENL provider hosts a parallel learning space that is scheduled alongside with the class she is pushing in to support. The student(s) have access to classroom content and their ENL instructor who provides guidance and support simultaneously.</p>
<p>Integrated English as New Language (ENL)</p>	<p>During integrated support, the ENL provider hosts a parallel learning space that is scheduled alongside with the class she is pushing in to support. The student(s) have access to classroom content and their ENL instructor who provides guidance and support simultaneously and in real time.</p>
<p>Bilingual Education (If applicable)</p> <ul style="list-style-type: none"> ▪ Transitional Bilingual Education (TBE) program ▪ Dual Language (DL) program 	<p>N/A</p>

<p>2. How does the school ensure the mandated number of instructional minutes is provided according to students' English language proficiency levels in each program model? How are ENL, English Language Arts (ELA) and if applicable, Home Language Arts (HLA) instructional minutes delivered in each program model?</p>	<p>Pelham Academy ensures that the mandated number of instructional minutes are provided according to ENL Proficiency Standards. During ENL instruction, students are delivered minutes based on proficiency level. Depending on their level, students will receive between 180-360 minutes of ENL instruction per week. All students receive integrated ELA/ENL instruction. Entering & Emerging 360 minutes per week Transitioning & Expanding 180 minutes per week Commanding 90 minutes per week</p>
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<p>3. For schools with Dual Language programs:</p> <p>Which Dual Language model is implemented (e.g. side-by-side, self-contained)? Explain how much of the instructional day (percentage) English proficient students and ELLs are integrated</p>	<p>N/A</p>
<p>In which language(s) is each core content area taught?</p>	<p>n/a</p>
<p>How is instruction designed to include both languages?</p>	<p>N/A</p>
<p>Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?</p>	<p>N/A</p>

<p>4. For schools with Transitional Bilingual Education programs:</p> <p>Which core content areas are taught bilingually?</p>	<p>N/A</p>
<p>How is the students' home language integrated into instruction?</p>	<p>At Pelham academy we encourage and support our student to use their L1 (home language) and to build on their HL vocabulary. We give our students scaffolds /supports such as bilingual dictionaries, glossed vocabularies in their L1 and when necessary translated texts. In the classroom we encourage our ELLs to be "translingual" learners. In other words we support a dynamic, classroom atmosphere where students feel confident and free to integrate their L1 into the English language also known as code switching.</p>

PART IV: ASSESSMENT ANALYSIS

After reviewing and analyzing school demographic and assessment data, answer the following questions. The ELL Data Analysis Tool (EDAT) provided by the Division of Multilingual Learners can assist with identifying these data points.

For additional information, refer to **Data Analysis Professional Learning Module** and **ELL Data Analysis Tool (EDAT) Professional Learning Module**.

<p>1. What is the composition of the ELL subgroups at your school?</p> <p>What percentage of ELLs are Newcomers? What percentage of Newcomers are Students with Inconsistent/Interrupted Formal Education (SIFE)? How do effective services for Newcomers differ from those provided to Developing or Long-Term ELLs?</p>	<p>Pelham Academy has 13 Entering (Newcomers) and Students with ENL programming are differentiated in multiple ways. Students of many grade levels and proficiency levels work differently in order to learn specific grade level work. SIFE students are given extra learning periods though out the week. Through an RTi System that is in place, the ENL teacher works with the SIFE student to provide intensive services that a SIFE student may need. During class instruction, a SIFE student will be given differentiated work that is based on the same topic, but at a different functioning level as per the student needs. A Newcomer at any time of the year receives the same RTi System that a SIFE student may receive. This student will be given intensive study of the English language, while continuing to foster their native language. Students that are Newcomers will also be given differentiated work in their content specific classes. Newcomers would receive translated dictionaries, translated instructions, and a high level functioning group of Advanced Students who will help the Newcomer transition into their new setting. Differentiation for a Developing ELL is different from a SIFE and Newcomer students. Developing ELLs now need to continue their growth in learning English as their next language as well as enhance their native language. Students that are developing will continue to get intensive study during their Pull-Out/Push-In Periods, students will work to achieve grade specific tasks in a more inclusive language orientation focusing around English. Students will be given the proper scaffolding to ensure that students perform well on grade specific tasks. Long Term ELLs will also be differentiated when it comes to content specific learning targets. Long Term ELLs will work closely with the ENL Teacher to work on specific learning targets that are holding them back from understanding the English language. The ENL teacher will devise tasks that are a blend of Expanding and Commanding Tasks in order to have students achieve greater success in the English Language. Former ELLs will be given 90 minutes of instruction a week to practice skills that they may still need to work on. This includes syntactical errors, reading comprehension, and listening enrichment. Former ELLs will continue to get ENL differentiated instruction depending on their capabilities of understanding content specific grade curriculum.</p>
<p>What percentage of ELLs are Long-Term ELLs? How do effective services for Long-Term ELLs differ from those designed for Developing ELLs?</p>	<p>Thirty eight percent of Pelham Academy's ELLs are Long Term. ELLs that are Long Term are given extra supports such as tutoring and scaffolded instruction during integrated periods and Academic Intervention Services. These measures assist ELLs in acquiring the skills and proficiency necessary to test out of ELL status. These supports differ from Developing ELLs in that they are specifically targeted to support the students primary deficits. Long Term ELLs will also be differentiated when it comes to content specific learning targets. Long Term ELLs will work closely with the ENL Teacher to work on specific learning targets that are holding them back from understanding the English Language.</p>
<p>What percentage of students are former ELLs? How is your school providing services to former ELLs?</p>	<p>1.4 percent of Pelham Academy's ELL population are former ELLs. Former ELLs work closely with the ENL Teacher to work on specific learning targets that are still of consequence to them. The ENL teacher will devise tasks that are a blend of Expanding and Commanding Tasks in order to have students achieve greater success in the English Language. Former ELLs will be given 90 minutes of instruction a week to practice skills that they may still need to work on. This includes syntactical errors, reading comprehension, and listening enrichment. Former ELLs will continue to get ENL differentiated instruction depending on their capabilities of understanding content specific tasks.</p>

<p>2. When you look at the results of the New York State English as a Second Language Achievement Test (NYSESLAT), what stands out? What trends are there for each modality?</p>	<p>Reflecting on the data from the 2022 Spring NYSESLAT, I see that more than half of my ENL student population fall within the expanding and commanding groups. The trends are that students score high for speaking. Students struggling with the reading section across grades, with only 1 student in grades 6 and 8 that scored "high".</p>
<p>3. What is the relationship between students' performance on the NYSESLAT and other state assessments such as the ELA assessment, the Math assessment, and the Regents exams?</p>	<p>ENL students appear to be struggling in reading for all grades. This holds true with complex, written math problems, showing that 68.9% of ENL students scored levels 1 or 2 in the Math state exam. There was similar progress made in the NYS ELA assessment, with 53.3% of ENL students scoring level 1 or 2.</p>
<p>4. What trends do you notice about the at-risk levels of ELLs at your school? How does attendance of ELLs influence their achievement?</p>	<p>The majority of the ENL students fall within 2 and 3 at-risk indicators, mostly as indicated above (scoring levels 1 or 2 in NYS ELA and/or Math exams. In addition, to being either newcomers with less than 3 years learning English or being long-term ENLs (receiving more than 6 years).</p>
<p>5. What are the home languages of ELLs with the largest representation at your school? What staff, structures, and processes does the school have to support communication and learning that values these home languages?</p>	<p>The largest representation of ELLs at Pelham Academy are Spanish speaking (33). Then we have some Arabic (10), Urdu (1) , Albanian (1) , and French (1) ENLs appropriately evaluated in their home languages throughout the year through the basis of home language surveys, reading/writing informal assessments and the strong use of a second language during class activities. Students are also given a periodic assessment that determines if there has been any growth in the primary language since entering Pelham Academy. Pelham Academy has many support staff and teachers who speak Spanish, Arabic and Albanian. Guidance counselors give Personal Development workshops to staff on Respect For All Inclusive Practices throughout the year. The ENL teacher attends an array of PD's throughout the year that identify the most relevant and up to date research on how best to support ELLs learning and support Home Language development.</p>
<p>6. What are the racial and ethnic classifications of ELLs at your school? How are ELLs being included in planning and delivery of Culturally Responsive and Sustaining Education (CR-SE)?</p>	<p>The racial and ethnic classifications at Pelham Academy are Latino/Hispanic, Arab, African and Albanian. The curricula for ELLs are appropriately modified to include culturally relevant material and supports that ensure that the child's racial and ethnic background/s are included in classwork and discussions relevant to the curriculum. The student-centered learning environment at Pelham Academy affirms the diverse racial, linguistic and cultural identities that make up our ELL population. The classroom environment at Pelham Academy prepares ELLs for rigor and independent learning, developing student ability to connect across lines of difference and elevate what have been historically marginalized narratives. Teachers meet and plan with administration to choose culturally relevant and diverse curricula that has "mirrors, windows and sliding doors" for our ELLs. Students develop a critical yet empathic lens through which they can challenge inequitable systems of power and oppression.</p>
<p>7. What are trends reflected in the NYSESLAT results of ELL subgroups such as ELLs with IEPs and SIFE? What do you think is impacting the results for these subgroups?</p>	<p>The majority of the students are in the transitioning and the expanding groups for both IEP and SIFE students. I wondering if students' disabilities are impeding them from testing out. How much of their disability or lack of test taking ability keep students from progressing or testing out.</p>

PART V: ML/ELL INSTRUCTION

Strengthen Core Instruction

For additional information, refer to **ML/ELL Instruction Professional Learning Module**.

<p>1. How does the school's leadership team consider MLs/ELLs in the school's instructional design?</p>	<p>The school's ILT ensures that students have access to an ENL teacher to get the appropriate amount of push in and pull out ENL services. In addition, ILT will ensure that student data for ENL students is analyzed and interpreted for school wide professional development to ensure teachers are developing curricula and lessons that give ENL students access. ILT will also ensure that professional development sessions incorporate opportunities to get to know students quantitatively (looking at the data) and qualitatively (getting to know students; their cultures, their strengths, and their needs- allowing for more individualized attention).</p>
<p>2. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods to foster language development and meet the demands of the Next Generation Learning Standards.</p>	<p>At Pelham Academy, we offer the Freestanding ENL program model. We ensure that students get their mandated integrated and stand alone/pull out sessions. In addition, core content teachers use an array of visual aids and vocabulary building strategies such as the Frayer model. Students are grouped in language and cognitive appropriate groups with scaffolds incorporated to ensure student access to the school work.</p>
<p>3. What instructional strategies and grade-level materials, including technology, do teachers of MLs/ELLs use to provide access to academic content areas and accelerate English language development? Include core content area as well as language materials and list ELL subgroups including ELLs with IEPs.</p>	<p>At Pelham Academy teachers use i Ready to develop and strengthen MLs/ELLs listening, reading and writing skills. The ENL teacher also assigns the Duo Lingo app to each student so that they can practice strengthening their English language outside of school hours. This in turn helps them to access academic content in the core content areas. At Pelham Academy we use the EL (Expeditionary Learning) curriculum which includes a separate handbook for teachers to scaffold and differentiate work for ELL's. ELLs with IEP's or who are SIFE are given content work that is differentiated to meet their special academic needs. The ENL teacher also provides bilingual dictionaries, visuals, word study activities, texts in the students L1, and additional texts that compliment what is being read in the ELA classroom.</p>
<p>4. How does your school use curricular, instructional, and scheduling flexibility to enable ELLs with IEPs to achieve their IEP goals and attain English language proficiency within the least restrictive environment?</p>	<p>Students with Disabilities and are of ELL status are given time during the day to practice their skills they learned. They are given an ENL Pull-Out and an AIS period in order to support the students need. Students with specific IEPs that require Resource room also receive extra time during the week to focus in on how students can learn specific content strategies and skills. Giving this time a week to a student of ELL status with an IEP allows for the student to learn a skill thoroughly through out the week.</p>

Know Every Student Well

<p>SCREENERS</p> <p>1. What screening assessments (e.g. Lexia RAPID, GRADE, PAR, Acadience, or STAR Reading) are being used to guide instructional planning for your ELLs and how do you use data to address interventions?</p>	<p>NYSESLAT, ELA State Exam, Math State Exam, Degrees of Reading Power. The ENL teacher meets weekly with other content area teachers to address areas where ELLs need specific, targeted attention. This enables the content area teacher to modify and scaffold lessons to meet the learning target for the ELL population. The ENL teacher will also implement MLL/ELL Micro Assessments and Periodic Assessments to measure their ELLs/MLLs content understanding and language skills in core subjects. This assessment aligns to the the Next Generation Learning Standards and NYSESLAT. This data allows the ENL teacher to collaborate with the content area teachers to further identify students' learning needs within a content area, whether they relate to academic language acquisition or literacy skills in order to access grade level content based materials.</p>
<p>2. For all grades, describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.</p>	<p>Pelham Academy's targeted intervention programs for ELL's in ELA, Math, and other core content areas are Academic Intervention Services that is used throughout the week. During this week, students are pulled out for AIS services and normally targets the bottom third quarter in a class set. The ELL groups that are targeted in this set are normally SIFE, Entering, Emerging and Transitioning Groups. Along with AIS services, students also receive before and after school services throughout the year. This service allows the bottom third quarter to work on skills that are needed through out the year. During the summer, students of the same targeted group also are allowed to participate in an English Language Institute program. This allows students to work on skills that they have learned the previous year.</p>

<p>a. For grades K-5: how does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework? Refer to Policy and Reference Guide for MLs/ELLs, Support Services for MLs/ELLs (RtI and AIS) section and RtI Guide for Teachers of ELLs.</p>	<p>n/a</p>
<p>FORMATIVE</p> <p>1. What formative assessments (e.g. NYC performance Tasks, ELL Periodic Assessment, HLA Assessment, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments, etc.) are used to inform and drive instruction?</p>	<p>Assessment tools that are used at Pelham Academy include Fountas and Pinnel, ELL Periodic Assessment, Wilson Foundation's and teacher-created diagnostic assessments. These three assessment tools are the pinnacle of our assessment of ELLs. After using some of these assessment tools, students at the Transitioning level are able to decode and have pacing in their reading. Students at this level are starting to use skills that they learned at the Emerging level to enhance their comprehension. Students at the Expanding level are able to engage in tasks that a Commanding student would be able to do, with additional scaffolds (i.e., identify native speech patterns, obtain central ideas with support of citing evidence). The data also provides that students at an Entering level may sometimes not hear or spell certain letter blends that would not be related to their home language. This data allows the ENL teacher the information they need to identify the specific instructional supports children require in those critical areas. This data also allows for our school to integrate similar instructional supports into content areas in a creative way. Math teachers will be able to help build understanding of concepts while in ELA, teachers will support students understanding of how to effectively provide evidence to support decisions (cross-content).</p>
<p>2. How do you ensure that MLs/ELLs are appropriately evaluated in their home languages throughout the year?</p>	<p>ELLs are appropriately evaluated in their home languages throughout the year through the basis of home language surveys, reading/writing informal assessments and the strong use of a second language during class activities. Students are also given a periodic assessment that determines if there has been any growth in the primary language.</p>
<p>SUMMATIVE</p> <p>1. What summative assessments (e.g. NYSESLAT, ELA, Math, Regents, etc.) are used to evaluate the effectiveness of your ML/ELL programs and how does it inform instructional design and curricular decisions? (Refer to the ELL Data Analysis Tool).</p>	<p>At Pelham Academy, evaluation is key to the progress of English Language Learners. For us, the evaluation of student success is achieved by approaching students holistically. We start by identifying each child's starting point i.e. at what state of language acquisition did each child begin their learning with us. For returning students, we examine year end progress from the prior academic year through the lens of our BOY assessments which provide a more comprehensive picture of what our students know and are able to do. Once collected, that information is compared to grade level ENL benchmarks to help us determine the supports that child will need to achieve at high levels. Throughout the school year, children are assessed in a variety of ways using tools that are teacher created, centrally administered and/or standardized. These assessments include MOSL, NYC Periodic Assessment of ELLs and internal formative assessments to assess and track student progress. With all of this said, all quantitative data is then assessed by the ENL Coordinator, in conjunction with content teachers to better support the needs of ELLs. .</p>
<p>2. What is your NYSESLAT administration plan? Include the titles of the staff that will administer and score the assessment. Please describe how all ELLs, and former ELLs continue to receive mandated services during the testing period.</p>	<p>At Pelham Academy the NYSESLAT administration plan consists of the ENL teacher, test coordinator and two ELA teachers. The ELA teacher administers and score the speaking portion of the NYSESLAT and grade the writing. The ENL teacher administers the Listening, Reading and Writing portions of the test. Students continue to receive push in and pull out ENL services throughout the NYSESLAT testing period.</p>

Shared and Inclusive Curriculum

<p>Instructional Leadership Framework Priority 3: Shared and Inclusive Curriculum</p> <p>How do you ensure all ML/ELL subgroups have access to and engage with grade level content?</p> <p>a. ELLs with IEPs</p>	<p>ELLs with IEP's are given equal opportunity towards any after school program that is offered in Pelham Academy. About 75 percent of the ELLs in Pelham Academy are apart of after school programs. These programs range from Academic Intervention to Sports & Arts. After schools supplemental services that are offered at Pelham Academy are ELA, Math, and Science after school sessions. There is also an ELL after school session. During the content after school sessions, teachers work with students on an extension of what they learned that day. Students are also given the ability to work on old skills that they still need to improve upon.</p>
<p>b. SIFE</p>	<p>SIFE students are not excluded in any way from grade level content or their peers at Pelham Academy. Their needs are assessed with the MLLs/SIFE screener and then the students team of teachers meet to plan and discuss how best to implement strategies and modify curriculum for said student while still maintaining rigor.</p>
<p>c. Newcomer</p>	<p>Newly enrolled ELLs are given the chance before the beginning of the school year to join the English Language Institute that is offered in July. During this time, students are given an individualized plan of action. During this time, the ENL teacher will work with the student to create activities that suit their needs. During this time, the school counselor will work with the student once a week to help with any questions and concerns they may have. The parent coordinator of Pelham Academy also sets up appointments with Parent/Guardians to discuss action plans for their students needs for the up coming school year.</p>
<p>d. Developing</p>	<p>Developing ELLs are strategically placed with other ELLs (of higher proficiency) and their non- ELL peers in their day to day instruction. Developing ELLs are given their mandated integration hours with the ENL teacher and appropriate scaffolds to assist them in reaching the TR level.</p>
<p>e. Long Term</p>	<p>Long term ELLs are formally assessed to determine where exactly their ongoing deficits exist. Targeting the reading, syntax and or lexical errors of LT ELLs is crucial to providing them the precise supports that will best accelerate their English language acquisition goals.</p>
<p>f. Former ELLs up to two years after exiting ELL status</p>	<p>Former ELLs up to two years after exiting ELL status continue to be at the forefront of planning and assessment. Teachers are aware of the students' status to ensure that the necessary supports are in place.</p>
<p>2. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?</p>	<p>Home Language is supported and delivered in the ENL classroom by allowing Newcomer students of the same language to parter with higher level ELLs and assist the Newcomer in developing their English acquisition. Furthermore the ENL teacher provides scaffolds and supports in the form of bilingual texts, bilingual dictionaries and encouraging the Entering ELL to use their L1 in writing and speaking. The ENL teacher administers the S-LAB to every Entering level Spanish ELL.</p>
<p>3. (For grades 6-12 only) What language electives are offered to MLs/ELLs? How is your school preparing MLs/ELLs to obtain the New York State Seal of Biliiteracy?</p>	<p>Our school is intending to hire a teacher of a second language.</p>

21st Century Adult Learning

<p>1. Describe how your overall, annual professional learning plan ensures that all staff – including administrators, teachers and -non-pedagogical staff – incorporates learning specifically related to the academic and social emotional needs of MLs/ELLs.</p>	<p>Pelham Academy’s professional development plan for all ELL personnel at the school is devised into 2 sections. The first section involves the monthly PLT dedicated to ENL instruction. During this time, teachers will receive valuable instruction on student’s emotional/ academic needs and activities that they could use with ELLs. The ENL teacher will also promote turnkey professional development to involve all teachers in learning different professional needs for ELL students. The ENL teacher will also go on monthly professional development to learn new cutting edge methodologies for ENL. ELL professional development is offered to teachers of ELLs throughout the year as they try to engage in the Common Core Learning Standards. ENL teachers are sent on monthly professional development to enrich their practice. ENL teachers are also given monthly PLT time to meet with a coach on some continuous practices that ENL teachers should focus on.</p>
<p>2. Describe your school’s professional development plan in order to meet the mandated Continuing Teacher and Leader Education (CTLE) ELL specific hours for certification renewal as per CR Part 154 (15% of total hours for all certified faculty and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development).</p>	<p>ENL Teachers work with the Guidance Counselors of schools to help transitioning middle school students. ENL Teachers and Guidance Counselors work to help guide students to a school that would best fit them. Depending on their status as an ELL or Former ELL, students are given the freedom to choose their destination. Teachers are also familiar with the schools of the district and help students try to make the best decision possible. During Pelham Academy’s weekly Professional Development, agendas and attendance is taken. Once a month, teachers are given an ELL Professional Development. The ENL teachers at Pelham Academy receive 75% of Professional Development Hours towards learning new ELL methodologies. They are sent out on trainings and seminars and ENL Coordinator will also turn key specific Professional Developments Records on Professional Development after each session. Attendance is taken during each session. Agendas are presented as to what structure each session entails.</p>

Strong Family-Community Ties

<p>1. Describe ML/ELL family empowerment in your school beyond mandated meetings and orientations. Include specific activities that foster empowerment for families of MLs/ELLs.</p>	<p>ELL parent involvement at Pelham Academy is present in the School Parent Leadership Team. There are two parents that represent the ELL community during the meetings. They are elected every year at the beginning of the school year. ELL parents also participate in Teacher/Parent Meetings and communicate concerns and suggestions that they might have for ELL activities and other student activities.</p>
<p>2. How does the school provide annual individual meetings with families of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note: these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences.</p>	<p>With the help of the Parent Coordinator and Principal, the ENL Teacher sets up weekly meeting during Parent Engagement Times. During this time, parents concerns are discussed on their child’s language development process, their results on latest diagnostic/informal/formal assessments, and their overall language development within the content areas. There is always a translator on standby to support the ENL teacher if they don’t speak the same language.</p>

Additional Information

<p>Include any additional information that is relevant to your LAP and would further explain and highlight your program for MLs/ELLs. This form does not allow graphics and charts to be pasted.</p>	<p>n/a</p>
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PART VI: ELL IDENTIFICATION ATTESTATION

Identification Plan

For additional information, refer to **ELL Identification Attestation Professional Learning Module**.

<p>1. Describe activities in your school for newly enrolled, current ELLs. Include titles of school staff involved in such activities (e.g. school counselor, parent coordinator).</p>	<p>If ENL student has been in NYS public schools within past 2 years, the ENL coordinator contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. Pelham academy supports their ELL population with weekly Academic Intervention Hours (AIS) which addresses new and current ELLs scholastic needs and social/emotional wellness. Pelham Academy offers after school programs for all students -including ELLs -such as tutoring and clubs devoted to the arts, music and sports. If a new or current ELL is struggling -in any capacity- our school counselors are available to support the child and provide necessary services to family and child.</p>
<p>2. What are the titles of the members of your identification team? Describe the structures and process in place for intake and identification of ELLs year-round. Identify the individuals responsible including their qualifications.</p>	<p>The ELL Identification Process is completed by the ENL teacher /coordinator for each student within 10 school days of enrollment (20 school days for students entering with IEPs). The parent completes the Home Language Identification Survey in the parent's preferred language; translation services are provided by a bilingual staff member, the DOE's over-the-phone translation services, or an alternative, high quality translation service. An interview with parents and students in English and the home language is conducted. Next the ENL coordinator and parent review documents, prior assessments, and academic experience. An assessment of the student's abilities and/or work samples determines the student's literacy and math level in his/her home language. The ENL teacher uses an approved list of questions by the State of New York and interviews said student with a series of questions that assists in determining said students eligibility for the NYSITELL. If the newly enrolled student is entering with an IEP, the school's Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent. The enrollment status of each newly admitted student is determined along with the home language code and is entered into ATS by licensed pedagogogue. Eligibility for the NYSITELL is determined. Student is administered the NYSITELL, If eligible parent is notified of their child's ELL status and results of the NYSITELL. If the student is identified as an ELL and the student's home language is Spanish, the student is administered the Spanish LAB. If student is an ELL, parent is invited to the parent orientation meeting. Parent orientation meeting provides parents with an explanation of each ELL program model offered in NYC; the parent video describing the three programs is presented (in parent's preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting. ELL is placed in the ELL program that the parents elected. If ENL student has been in NYS public schools within past 2 years, the ENL coordinator contacts previous school to obtain ELL status, relevant assessment scores, and proficiency level. If student has been outside of NYS public schools for more than 2 years, our school administers the ELL Identification Process as part of reentry. Rachael Hirt: ENL teacher, MA TESOL ; MA Art Education ; MA Art History & Archaeology Brenda Castano :</p>

PART VII: LAP ASSURANCES

LAP Assurances Page

For additional information, refer to [LAP Assurances Professional Learning Module](#).

[Download a blank LAP assurances page.](#)

APPENDIX 2: LANGUAGE TRANSLATION AND INTERPRETATION (LTI) PLAN

LTI OVERVIEW AND LANGUAGE ACCESS COORDINATOR (LAC)

The principal has designated the following staff member(s) as the Language Access Coordinators (LACs) in Galaxy.

The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on compliance, budget, translation, interpretation, parents' awareness of language assistance services, and school's self-assessment on language services provided.

First Name	Last Name	Title	What year did your Galaxy-designated LAC attend training conducted by the Field Language Access Coordinator?	Has your Galaxy-designated LAC been involved in the development of this plan? Yes/No	Primary LAC
Kristina	Martini	Parent Coordinator	2020	No	Rachael Hirt

If not, please list the name and title of the primary point of contact for parents (e.g., Parent Coordinator).

First Name	Last Name	Title

Is the Primary LAC the point of contact for parents regarding language access question or concerns?	Yes
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School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education (**Chancellor's Regulation A-663**).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents whose preferred language is other than English (not just parents of ELL students).

PART A: IDENTIFICATION AND ASSESSMENT OF PARENTS WHOSE PREFERRED LANGUAGE IS OTHER THAN ENGLISH

2. List parents' preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent's Preferred Language Report (RCPL) ATS report.

Language	Written Preferred	Percent Written	Oral Preferred	Percent Oral
Albanian	10	1.92	12	2.3
Arabic	17	3.26	16	3.07
French	3	0.57	3	0.57
Khmer (Cambodian)	2	0.38	2	0.38
Spanish	170	60.54	317	60.73
Twi	1	32.57	168	32.18
Urdu	1	0.19	1	0.19
Vietnamese	1	0.38	1	0.19

3. List languages spoken by school staff and the number of school staff that are comfortable using their language skills to communicate with parents.

Language	# of Staff to Help with Written Translation	# of Staff to Help with Oral Interpretation
Albanian 2	2	2
Arabic	2	2
English	44	44
Spanish	20	20

<p>1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from:</p> <ul style="list-style-type: none"> ▪ Part III of the Home Language Identification Survey (HLIS) ▪ Automate The System (ATS) reports ▪ Student Emergency Contact cards ▪ Surveys conducted by your school. 	<p>Pelham Academy uses data to capture language preferences of ELL parents, and parents whose preferred language is other than English. During initial meeting with all incoming parents, parents are given a form to fill out as to what preference they have for written documentation. Along with that, the Home Language Identification Survey is used to assess parent needs. The ENL/Language Access Coordinator also identifies parents who speak a different language through the ATS system. At the beginning of the school year, the Parent Coordinator also identifies parents who have a preference of another language for written materials, during 'Back to School Night.' Parents have the opportunity to identify themselves as native speakers of another languages and can submit their information in another language.</p>
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PART B: COMMUNICATIONS CALENDAR & LANGUAGE SERVICES

1. List the documents your school typically disseminates every year that require translation, such as newsletter or flyers, roughly when they will be distributed to families, and plans to translate the documents.

Document Name	Month/Frequency Distributed to Families	How do you plan to translate? Include procedures/resources to ensure timely provision of translated documents to parents.
School Calendar	Every month	Pelham Academy has staff bilingual in Spanish, Arabic and Albanian who ensure timely and correct translation of school documents.
Family/Student Handbook	1/year	Updates are made each summer and disseminated to bilingual staff members to translate; the Handbook is distributed each September.
Lunch Forms	1/year	Central
Student Bill of Rights	1/year	Updates are made each summer and bilingual staff member translate changes before distribution in September.
School-wide discipline policy	1/year	Updates are made each summer and bilingual staff members translate any changes before distribution in September.

2. List the formal face-to-face meetings, whether in-person or remotely, your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, when they will occur, and plans to provide oral interpretation at those meetings.

Meeting Type	Month/Frequency of Meetings	How does your school plan to provide oral interpretation service(s)? Include procedures/resources to ensure timely provision of oral interpretation to parents.
Weekly Parent Engagement Meetings (in person and virtual.)	Weekly during Parent Engagement time.	The team strategizes around the selection of faculty members charged with taking the lead on contacting speakers of other language so that families have access to someone with command of the language that is preferred.
Student Led Conferences	As per the DOE calendar	Bilingual staff members are on hand to assist teachers who require translation during these conferences.

<p>3. Describe your school’s communication strategy to reach parents who prefer to speak a language other than English, in the event of:</p> <p>(A) a school-wide emergency (i.e. lockdown, fire, etc..)</p>	<p>The team strategizes around the selection of the faculty member charged with taking the lead on contacting speakers of other languages so that families have access to someone with command of the preferred language. Our electronic database of students is accessible remotely and is color coded and labeled to quickly assess language needs of the families and details which staff member is responsible for making emergency outreach.</p>
<p>(B) a student-specific event (i.e. student attendance, nurse/hospital visit, etc..).</p>	<p>Staff is identified and utilized for translations depending on the home language of the student.</p>
<p>(C) If a parent has an emergency and needs to contact the school.</p>	<p>Faculty members will provide translation as needed; the DOE Translation Unit is also utilized when necessary.</p>

PART C: TRAINING STAFF ON POLICIES AND PROCEDURE

2. List the specific resources that are shared with staff:

Handout/Information Distributed	How Distributed to Staff (i.e. turnkey training, staff email)
Chancellor’s Regulation A-663	Turnkey training, staff email.
Over-the-Phone Interpretation Desk Aid	Turnkey training, staff email.
Language Access Handbook	Turnkey training, staff email.
T&I Unit InfoHub Link	Turnkey training, staff email.

<p>1. Describe how your school will ensure that all staff members are aware of the goals of Chancellor’s Regulation A-663 and what resources are available to meet compliance (i.e. staff turnkey trainings, distribution of Language Access Handbook).</p>	<p>Staff member are aware through school-wide faculty conferences and professional development meetings.</p>
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PART D: PROVIDING NOTICE OF LANGUAGE ASSISTANCE SERVICE

<p>1. Describe how your school will make limited-English Proficient parents aware of their right to receive information in their preferred language. Include any:</p> <ul style="list-style-type: none"> ▪ Translated signage ▪ Brochures/flyers/letters shared with parents ▪ Any parent engagement events where this is expressed (i.e. PTA meetings, international parent's night, etc..) ▪ Messaging phone applications ▪ Parent's Guide to Language Access ▪ NYC Public School Guidebook 	<p>Fulfillment of Parent Notification letters and requirements for translation and interpretation services, as per Section VII of the Chancellor's Regulations will be done in a timely fashion, allowing for all translations to be done in accordance to the material at hand. All documents that will be in need of translation will be identified by the ENL Teacher as well as by the Principal, Assistant Principal, School Secretary and Parent Coordinator. Teachers who would like letters or documents translated will submit those letters and/or documents to the ENL teacher a week before distribution. The interpretation services for any language will also be requested in a timely fashion; teachers must contact the ENL teacher at least one week before. Pelham Academy will have the Welcome Packet available for all parents. The Parent's Bill of Rights and Language Access Guide will be distributed to parents during back to school night or sent home. All parents who request translated services will also receive a Language ID Guide during Back to School night as well as sent home.</p>
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PART E: MONITORING PROVISION OF LANGUAGE SERVICES

<p>1. Describe mechanisms your school will use to gather feedback from limited-English-proficient parents, in the parents' language, on the language services they receive (i.e. like the Parent Survey on Language Access, from Appendix A of Language Access Handbook). This is separate from the end of year parent survey.</p>	<p>Pelham Academy will use Parent Surveys throughout the school year to assess the quality of available services. During Parent-Teacher conferences, parents will have the ability to submit surveys online in school. Using the feedback, Pelham Academy will work on how we can better our services to parents and incorporate any parent feedback into our systems.</p>
<p>2. How has your school implemented the feedback to improve language services? Share feedback results and how you plan to improve for the next school year.</p>	<p>Families have been very satisfied with the ease in which they are able to access language interpretation services at Pelham Academy. Over half of the Pelham staff are bilingual Spanish, Arabic and Albanian.</p>

APPENDIX 3: TITLE III (LEP) APPLICATION

TITLE III OUTLINE

Title III Supplemental Program for ELLs for SY 2022-23

DIRECTIONS: Title III supplemental services for English Language Learners (ELLs) must include the following three components:

Direct instruction activities must be used to support language development, English and home language instruction, high academic achievement in math, and/or high academic achievement other core academic areas. The Title III supplemental instructional services must be based on student need. These supplemental services should complement core bilingual and ENL services required under CR Part 154. Direct supplemental services should be provided for before school, after school, and Saturday programs. Teachers providing the services must be bilingual education and/or English for Speakers of Other Languages (ESOL) certified 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 or annual ELL parent meetings.

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

For more information on Title III requirements, please see the School Allocation Memo or contact your **Senior ELL Compliance and Performance Specialist**. Any updates or revisions to this plan must be made through the **iPlan portal**.

PART A: SCHOOL INFORMATION

Name of school:	Pelham Academy for Academics and Community Engagement
DBN:	11X468
NEW: Please indicate "yes" if this is a new plan or if you made any changes to your previously approved plan from last year. Please answer "no" if you have not made any changes to your previously approved plan from last year.	No
This school is (select one):	Conceptually consolidated (skip Part E of this document)

PART B: DIRECT INSTRUCTION SUPPLEMENTAL PROGRAM INFORMATION

Total number of ELLs to be served:	58
Total # of teachers in this program:	2
# of certified ESOL/Bilingual teachers:	1
# of content area teachers:	6

<p>Describe the direct instruction supplemental program here and include the</p> <ul style="list-style-type: none"> ■ Rationale ■ Subgroups and grade levels of students to be served ■ Schedule and duration ■ Language of instruction ■ Number and types of certified teachers ■ Types of materials 	<p>Intervention In addition to existing additional services (including, but not limited to Academic Intervention provided during the school day, before and after school content tutoring and Saturday Academy), Pelham Academy will provide an after school program for ELLs that is supported by Title III funds. A thorough assessment of student developmental areas reveal the need for direct instructional support, exposure to technology support, and English language development, in addition to programs and supports offered throughout the regular school day students will have the opportunity to participate in activities that incorporate and assist in the development of the four modalities: reading, writing, speaking, and listening in through the use of small group targeted instruction and blended learning software (i.e i Ready). Furthermore, students will receive Saturday Academy, in which they will be able to extend their knowledge to rigorous ELL standards and work on enriching their understanding of the English Language. Newcomer ELL's have a very unique experience during their first year of instruction in a second language. Their capacity to engage the major contents is significantly limited by their limited English Proficiency. ELL's scheduled to take the ELA exam for the first time this year are in need of additional instructional supports to build comprehension and fluency and also demonstrate the capacity to understand and utilize academic vocabulary. Furthermore, SIFE are at a greater risk of becoming or continuing as long-term ELLs. Our Title III program will target newcomers and those who are scheduled to take the ELA exam for the very first time. Each group will consist of 15-20 students of all proficiency levels in grades 6-8. The after-school program will take place on Wednesdays and Thursdays from 2:20-3:20 PM, for a total of 20 sessions. One certified ENL teacher will team-teach with each of the other two content teachers for 60 minutes. The Before-school program will operate from Tuesday-Friday from 7:30-8:15 am beginning the week of November 30th- May 6th. The service provider will be a certified Bilingual teacher and/or ENL teacher. Furthermore, our Saturday Academy program will continue for approximately 10 weeks, from 9:00 am-12:00 pm. One supervisor will be paid with other funding sources to oversee the program before school (7:30am-8:00am), due to the fact that it is the only program running in the building at that time. The Supervisor in charge will be Ms. Brenda Castano (AP) or Mrs. Joanna Cartagena (Principal) . The number of teachers participating will be 3 (1 bilingual or ENL certified & 2 content area (ELA) teachers). The students will be grouped into 2 smaller groups by NYSESLAT proficiency levels and the ESL instructor will rotate between each group for half of the instructional period and co-teach with the content teacher. During this program for ELLs, students will have access to technology and use Mind Play and iReady as well as small group opportunities to engage in instructional supports related to all modalities primarily through the incorporation of guided reading and writing. This program will support academic subjects and linguistic development that validates and respects the students' right to actively participate in their own and each other's academic subjects. Our Saturday Academy materials are extra enrichment materials that are typically not used during the weekly instruction. Most of these materials are iReady, Reading A-Z, Vocabulary A-Z, and Brain PoP. While the projected costs to support the above mentioned programs exceeds our dedicated funding, the school will complement the costs of the programming using other funding sources. The maintenance of records will be checked in attendance that every teacher will complete at the start of the program, i.e Saturday Academy 8:00am, after school 2:25pm. Teachers will have an administrative created attendance sheet that will be filled out on Google Sheets. Parent communication will be translated in various languages to make sure parents are aware of program updates. All programs will be provided in the building.</p>
<p>Rationale</p>	<p>Pelham Academy supports and advocates for their ELL student population to receive their Title 3 funding by ensuring they have access to before and after school tutoring and a Saturday Academy.</p>
<p>Subgroups and grade levels of students to be served</p>	<p>Pelham Academy will service 6-8th grade Entering (Newcomer), Emerging, Transitioning, Expanding and Commanding students. During the before and after school program the students will be grouped into 2 smaller groups by NYSESLAT proficiency levels and the ENL instructor will rotate between each group for half of the instructional period and co-teach with the content teacher.</p>
<p>Schedule and duration</p>	<p>The after-school program will take place on Wednesdays and Thursdays from 2:20-3:20 PM, for a total of 20 sessions. One certified ENL teacher will team-teach with each of the other two content teachers for 60 minutes. The before-school program will operate from Tuesday-Friday from 7:30-8:15 am beginning the week of November 30th- May 6th. The service provider will be a certified ENL teacher. Furthermore, our Saturday Academy program will continue for approximately 10 weeks, from 9:00 am-12:00 pm. One supervisor will be paid with other funding sources to oversee the program before school (7:30am-8:00am).</p>
<p>Language of instruction</p>	<p>All instruction will be in English.</p>
<p>Number and types of certified teachers</p>	<p>The number of teachers participating will be 3 (1 ENL certified & 2 content area (ELA) teachers).</p>
<p>Types of materials</p>	<p>Our Saturday Academy materials are extra enrichment materials that are typically not used during the weekly instruction. Most of these materials are iReady, Reading A-Z, Vocabulary A-Z, and Brain PoP. During the before and after school program students will have access to technology and use Mind Play and iReady as well as small group opportunities to engage in instructional supports related to all modalities primarily through the incorporation of guided reading and writing.</p>
<p>Include any additional details here:</p>	<p>n/a</p>

The direct instruction component of the program will consist of (check all that apply):	,After School,Saturday Academy
Grades to be served in this program. Select all that apply.	,6,7,8

PART C: PROFESSIONAL DEVELOPMENT

<p>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. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ teachers to receive training ▪ schedule and duration ▪ topics to be covered ▪ name of provider 	<p>Teachers to Receive Training: All teachers will receive training except for our certified ENL instructor who will be providing the professional development Schedule and Duration: The sessions will be delivered during weekly content PLT's which last approximately 80 minutes. The sessions are tentatively scheduled for November 19, January 7 and February 11. Topics to be covered include: Establishing an effective co-teaching model, vocabulary acquisition for ELL's, development of academic vocabulary. Providers: Rachel Hirt, ENL Instructor/Coordinator & Social Studies teacher Steven Ragnauth Rationale: Teacher/facilitators of computer based programs receive training on how to use the program with students, how to monitor progress, how to create and align units of study and how to use the data from the system to inform instructional targets. Teachers Receiving Training: Jodie Honeycutt, ELA Instructor, Jacklyn Morrissey & Mona Parkinson, Special Education Teachers (servicing ELL's with IEP's). Schedule For Training/Topics to be Covered/ Providers: On Saturday, Nov. 21st, all 3 teachers participating in the after school program will be provided with professional development to support ENL techniques and strategies used to support their English Language Learners, to be followed up by coaching sessions at three undetermined dates through the end of the school year. ELL After School Program teachers will also receive training in the use of academic content-based materials to support the implementation of the after school programs. The additional training dates TBD. Rationale: To help develop the writing capacity of our ELL's, we have engaged the support of a writing consultant from the Collins Writing Program. With his help, teachers have identified gaps in student writing and have developed instructional targets to focus on over the course of the year. Teachers Receiving Training: All Schedule/ Duration: 16 days of dedicated support for teachers of ENL students has already been scheduled. Each day that he visits, he spends the entire day with our staff: observing, modeling and conferencing with teachers. He will spend an additional 4 days with us before the end of the school year. Those dates are to be determined. Topics to be covered: include determining strategic instructional targets for students in grades 6-8, explicit instruction of selected writing targets, meeting the expectations of the common core writing standards, conferencing, using the poetry reflection notebook, TBD. Maintenance of records such as attendance will be distributed at the beginning of the session, in which all teachers will sign in. Then, administration will input attendance at the end of the session.</p>
<p>Rationale</p>	<p>All teachers will receive training except for our certified ENL instructor who will be providing the professional development that supports all content area teachers in how best to use ENL strategies to ensure ELL's have appropriate scaffolds that ensure access to the content area curriculum. To help develop the writing capacity of our ELL's, we have engaged the support of a writing consultant from the Collins Writing Program. with his help, teachers have identified gaps in student writing and have developed instructional targets to focus on over the course of the year.</p>
<p>Teachers to receive training</p>	<p>All teachers will receive training</p>
<p>Schedule and duration</p>	<p>16 days of dedicated support for teachers of ENL students has already been scheduled. Each day that he visits, he spends the entire day with our staff: observing, modeling and conferencing with teachers. He will spend an additional 4 days with us before the end of the school year. Those dates are to be determined.</p>
<p>Topics to be covered</p>	<p>Topics to be covered include determining strategic instructional targets for students in grades 6-8, explicit instruction of selected writing targets, meeting the expectations of the common core writing standards, conferencing, using the poetry reflection notebook, TBD. Maintenance of records such as attendance will be distributed at the beginning of the session, in which all teachers will sign in. Then, administration will input attendance at the end of the session.</p>
<p>Name of provider</p>	<p>writing consultant from the Collins Writing Program.</p>
<p>Include any additional details here:</p>	<p>n/a</p>

PART D: PARENT ENGAGEMENT ACTIVITIES

<p>Describe the parent engagement activities targeted toward parents and families 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 or annual ELL parent meetings. Include:</p> <ul style="list-style-type: none"> ▪ rationale ▪ schedule and duration ▪ topics to be covered ▪ name of provider ▪ how parents will be notified of these activities 	<p>Rationale: Families of ELL's are at an inherent disadvantage when deciding how best to support their children. In response, Pelham Academy will offer a series of workshops intended to help families answer the question "How Can I Help My Child Succeed".</p> <p>Schedule and Duration: The workshops will be hosted during and after school, lasting anywhere from 30-90 minutes (depending on the topics covered, number of participants and needs of the families in attendance). Tentative dates for the workshops TBD.</p> <p>Determination of what topics will be covered on what days will be established as a result of a parent survey to be initiated by our parent coordinator and ENL instructor. Name of Providers: ENL instructor, Rachel Hirt, Parent Coordinator, Kristina Martini, Bilingual Guidance Counselor Marco Pardo Topics to be covered: Academic supports at home, supports and resources available in the community, understanding and preparing for college readiness and how that impacts ELL's, the High School Articulation process. All parent of ELLs will be invited, including parents of Title III participants. Parents will be notified via direct mail, backpacking of notice and telephone calls home. In addition, students will be offered the chance to win small incentives if their families attend. Parent communication will be translated in various languages to make sure parents are aware of program updates. All records such as attendance and agenda will be kept on file.</p>
<p>Rationale</p>	<p>Families of ELL's are at an inherent disadvantage when deciding how best to support their children. In response, Pelham Academy will offer a series of workshops intended to help families answer the question "How Can I Help My Child Succeed".</p>
<p>Schedule and duration</p>	<p>Schedule and Duration: The workshops will be hosted during and after school, lasting anywhere from 30-90 minutes</p>
<p>Topics to be covered</p>	<p>Academic supports at home, supports and resources available in the community, understanding and preparing for college readiness and how that impacts ELL's, the High School Articulation process.</p>
<p>Name of provider</p>	<p>ENL instructor and/or Bilingual Certified Teacher Parent Coordinator, Kristina Martini Bilingual Guidance Counselor Marco Pardo</p>
<p>How parents will be notified of these activities</p>	<p>Parents will be notified via direct mail, backpacking of notice and telephone calls home. In addition, students will be offered the chance to win small incentives if their families attend.</p>
<p>Include any additional details here:</p>	<p>n/a</p>

PART E: BUDGET

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

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):-Per session -Per diem	7,300	Teachers will work with ENL students after school. In addition, teachers will plan collaborative lessons to enhance the learning experience for English Language Learners.
Purchased services -High quality staff and curriculum development contracts.	1,200	Teachers will participate in professional development to enhance the learning experience of English Language Learners
Supplies and materials -must be supplemental - additional curricula, instructional materials -must be clearly listed.	2400	Bilingual books, bilingual dictionaries, writing instruments (pencils, pens, and highlighters), EL materials that can help bridge language supports

Allocation Amount (\$):	N/A
This school is (select one):	Conceptually consolidated (skip Part E of this document)

APPENDIX 4: TITLE I PROGRAM INFORMATION

TITLE I PROGRAM INFORMATION

Part 1: Title I Program Type

Title I Requirements and Strengthening Title I Parent Involvement: Under USDE’s Every Student Succeeds Act (ESSA), Title I schools are required to address professional learning and parent and family engagement in the Comprehensive Education Plan (CEP). To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools are required to establish a Title I Parent Advisory Council (PAC) that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the spending of Title I funds.

The SLT is responsible for facilitating consultation with the Title I Parent Advisory Council regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. The Title I Parent Advisory Council (PAC) Chairperson (or alternate) is expected to attend all regular meetings of the School Leadership Team (SLT). Title I parents, as represented by the Title I PAC Chairperson, must be consulted regarding the use of the Title I 1% set-aside for parent and family engagement. The Title I 1% set-aside funding is used to supplement parent and family engagement activities as described in the school’s Parent and Family Engagement Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on the Title I Parent Advisory Council (PAC), go to the **Protocols and Timeline for Title I Parent and Family Engagement Activities** document.

Directions:

- All schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section or Area of Concentration where the response can be found.
- For additional information, visit the **Title I Program Description** (US Department of Education).

Your school’s Title I Program	Title I SWP
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Part 2: All Title I Schools

<p>High Quality and Ongoing Professional Learning: Please list below the Area(s) of Concentration that indicate strategies and activities for high quality professional learning for teachers, principals, staff, and paraprofessionals to enable all students to meet state standards.</p>	<p>Pelham faculty will collaborate on content and grade wide inter-visitations that will focus on best practices for serving SWD and ENL students. Special Education teachers will lead professional development session that will focus on making learning accessible to all students. ELA Map data shows that students need to focus in understanding key ideas. We will partner with MSQI to ensure that the ELA department launches strategies to ensure students improve their ability to understand key ideas.</p>
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Part 5: “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

For the last two columns of this table: Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, the Area of Concentration (AOC) that references where a related program activity has been described in this plan.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for school allocation amounts)	Column A Verify with an (X)	Column B Section/AOC Reference(s)
Title I, Part A (Basic)	Federal			
Title I, School Improvement 1003(a)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Title IV, Part A	Federal			
Tax Levy (Fair Student Funding)	Local			

Explanation/Background

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 1003(a), School Improvement: Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs

Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program. For schools that choose to reduce class size, priority must be given to reducing class size in general education settings and must demonstrate the following:

- Reduce class sizes to 15-18 students or fewer (including the use of co-teaching and floating teachers that bring the student to teacher ratio to one teacher per 15-18 students);
- Be accompanied by a rigorous curriculum, effective teachers, and a sustained, job-embedded professional development plan.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to immigrant students, in the areas of English language acquisition and content area achievement. Immigrant children and youth are defined as individuals who are aged 3 through 21, have not been attending school in any one or more states for more than three (3) full academic years, and were not born in any state. “State” means the 50 states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad, the U.S. Virgin Islands, or any other U.S. territory that is not D.C. or Puerto Rico are to be considered immigrants.
- **Title IV, Part A:** Title IV funds are for schools that are among those with the greatest needs, have the highest numbers of students from low-income families, are identified for CSI or TSI, or are identified as persistently dangerous public schools. Allowable uses of funds under well-rounded education, safety and health, and educational technology include direct services for students, professional development for teachers and administrators, and supplemental educational resources. School allocations have been provided for well-rounded education, social emotional learning, cultural responsiveness awareness, professional development to support implementation of technology and blended learning environments, and community coordinators in schools with high rates of students in temporary housing
- Students in Temporary Housing (STH): Schools must describe their use of Title I STH funds in their consolidated application.

Important Note: The following funds may not be consolidated:

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

APPENDIX 6: SUBMISSION ASSURANCES

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Submission Assurances

Directions: By submitting this CEP your SLT/Stakeholders acknowledge adherence to city and state regulatory requirements indicated below.

- The Comprehensive Education Plan (CEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
 - As part of the root cause analysis process, the school reviewed inequities, including resource inequities within the school, and investigated areas of low performance to identify strategies to address inequities within the school and promote improved student outcomes.
 - The CEP School Leadership Team (SLT)/Stakeholder Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the CEP. DocuSign may also be used to secure electronic signatures for the CEP SLT/Stakeholder Signature Page. If the school was unable to obtain a signature of an individual that participated in the development of the CEP, a written explanation will be attached to explain why the school was unable to obtain the individual's signature.
 - The CEP will be implemented no later than the beginning of the first day of regular student attendance.
 - Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
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