



ARTS & MEDIA PREPARATORY ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K589

ADDRESS: 905 WINTHROP ST. BROOKLYN, NY 11203

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 18K589 **SCHOOL NAME:** Arts & Media Preparatory Academy

SCHOOL ADDRESS: 905 Winthrop St. Brooklyn, NY 11203

SCHOOL TELEPHONE: 718-773-3908 **FAX:** 718-773-7274

SCHOOL CONTACT PERSON: Robert Hall **EMAIL ADDRESS:** rhall@schools.ny
c.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Michael Boucicaut

PRINCIPAL: Robert Hall

UFT CHAPTER LEADER: Jessica Jolly

PARENTS' ASSOCIATION PRESIDENT: Ms. Germaine

STUDENT REPRESENTATIVE:
(Required for high schools) Keena Julien

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** Byam 404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Robert Hall	*Principal or Designee	
Jessica Jolly	*UFT Chapter Chairperson or Designee	
Ms. Germaine	*PA/PTA President or Designated Co-President	
Ms. Morgan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Keena Julien Patrick Noel	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ms. Elliott	Member/Parent	
Michael Boucicaut	Member/SLT Chair	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Practice in creativity and problem solving is essential for those aspiring for meaningful work in a world that is rapidly changing. Our students, especially those previously underserved, will face new challenges—personal, societal, and economic—demanding new ideas and tools to resolve them. In today's world of meaningful work, it is customary for teams of people to tackle issues together creatively, develop ideas, conduct research, and organize information in order to produce new products, services, or solutions. This is the model we have in mind for Arts & Media Prep because we understand that education is an effective means toward a healthy mind, a satisfying life and belief in the possibilities for positive contribution to our world.

The mission of Arts & Media Prep, in partnership with the Institute for Student Achievement, is to offer a caring small-school environment that prepares students to be college ready, life-long independent learners, creative thinkers, and students confident in themselves and cooperative with others. Through a focus that utilizes problem solving, research, and the habits of mind, we will offer academically challenging standards-based curricula that will stimulate curiosity and encourage high expectations while providing support. Our focus on inquiry, literacy, the arts, science and technology—especially new media—will help students to think critically about their world and prepare them for life's future challenges. We value effort toward improvement, and we hope to assist all students to find their passion.

Students receive art and media training, hour-long classes, tutoring during the school day, and a debate program as part of their daily advisory coursework. Students will be trained to research an issue, thinking as a historian, scientist, etc., and write a position paper exposing different points of view. Students will then communicate their proposals to resolve an issue, using arts and new media.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Arts & Media Prep				
District:	18	DBN #:	K589	School BEDS Code:	331800011589

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended*				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7									
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
Special Education Enrollment:					Suspensions: (OSYD Reporting) – Total Number				
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08 2008-09 2009-10				CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)				Number of Educational Paraprofessionals				
2007-08 2008-09 2009-10								
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)				% fully licensed & permanently assigned to this school				
2007-08 2008-09 2009-10				Percent more than two years teaching in this school				
American Indian or Alaska Native				Percent more than five years teaching anywhere				
Black or African American				Percent Masters Degree or higher				
Hispanic or Latino				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Asian or Native Hawaiian/Other Pacific Isl.								
White								
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Strengths

The school data and reports show that Arts & Media Prep has done well in the collection and use of data. Its Learning Environment Survey reflects a very good school atmosphere. A healthy percent of students achieve 10+ credits from year to year, and a good number of the academic lower third population has earned 10+ credits in the first year. According to the school's most recent Quality Review Report, the principal is a strategic planner, who has established a culture of collaboration and reflection among the teachers. Parents are positive about the work faculty and school leaders are doing. Among our accomplishments are electronic student work and bimonthly debates, which all students participate.

Areas to Address

Although we had made much progress in our Global Studies Regents rate in the past year, our Living Environment Regents results were surprisingly lower than expected (near 50%). This is partly due to a raise in what should be considered a passing score. I learned that other schools had the same experience in science. Nevertheless, we will focus on improving science instruction during this school year.

We made targets to improve parent participation last year, but we want to increase this again this year. We hope to continue to increase in parent participation of the DOE School Environment Survey.

We hope to move teachers further away from teacher-centered instruction, and help them move toward more inquiry-based learning projects and discussions. We have enlisted instructional coaches from ISA to assist in this matter. They will learn and practice the use of circle discussions to cover deeper issues, and develop authentic projects where students learn to be more responsible as independent learners.

In our Environmental Survey, I noticed that the satisfaction rate in the section on Safety went down from last year. We feel this is because the teachers feel that student issues were not being addressed as efficiently as they had been in the past. The administration looked at this and has reinforced procedures that will help this issue. In addition, we have asked that the Dean provide the staff with a survey on his work each month.

The school will continue to support teachers in providing differentiated instruction. Although teachers have provided and received PD on this issue, we hope to increase the teachers' capacity at implementing tiered instruction strategies in the classroom.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Our aim is to improve our science Regents from last year's results by 10% this year. We will work to improve science instruction by hiring an outside science coach. The coach will address individual needs of the teachers and help all conduct better inquiry lessons.

Our goal regarding parent participation is that we will see 5% more of parents completing the School Environment Survey this school year. The parent coordinator will conduct the outreach to ensure this rate.

To move teachers away from traditional teacher-centered instruction, we are expecting teachers to conduct weekly circle discussions to cover the foundational issues around each unit. We will conduct observations and discuss this process in PD. We hope to see an increase in student participation and deeper understanding of the content. Our aim is to improve students' success in ELA and Social Studies passing rates and Regents results.

We aim to see a higher satisfaction rate among teachers and students regarding the safety of our school aspects of the Learning Environment Survey. Specifically, we want to see a 15% increase as favorable to the question: “Order and discipline are maintained at my school.”

We will hold PD meetings on differentiated instruction. We aim to see each teacher provide an example of tiered instruction during this school year. As each teacher works on this, their practices will be shared in PD sessions and “walk-throughs” conducted by the administration with other teachers.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant):
Science Teaching and Learning

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>We will increase our Living Environment Regents score by 10% this school year.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Science teachers are learning how to conduct circle discussions so that they can better assess what students understand. A science coach will teach to individual strengths and weaknesses in teaching. Tutoring sessions will be made available for students struggling in this subject.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>No funds are necessary to implement circle discussions. Teachers will be provided literature, video examples, and coaching. We will use coaching from our partner organization, Institute for Student Achievement, to assist teachers with their individual developmental needs regarding instruction. Tutoring will be made available during the school day, and after school utilizing Title I funds.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>To assess our progress we will use the following: Formal and informal observations; Periodic Assessments in Science designed by the school; Regents results; and feedback from the science and school coaches.</p>

Subject/Area (where relevant): Parent Engagement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to increase parent participation by 5% in responding to the NYC School Survey for Arts & Media Prep.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To increase parent participation, we will do the following: Increase our parent participation in meetings; Improve communication to parents, creating a monthly newsletter; Bring in helpful organizations to meet with parents on matters that help; We will continue to offer computer assistance to parents learning how to access student information; Engage parents in fund raising for the school.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>We will need to spend some funds set aside for parents on food for meetings, materials to produce the newsletter.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>We will monitor attendance at parent meetings and fund raising events. We will do our best to count how many School Surveys are submitted, pushing for a return rate 5% higher than last year's total.</p>

Subject/Area (where relevant):

To improve instruction

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To improve instruction, we want teachers to show evidence of moving away from teacher-centered instructional strategies, allowing for student-centered learning. Teachers will implement circle discussions in subject classes on a regular basis.	
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Teachers will receive PD consisting of video (modeling), literature, and coaching regarding circle discussions. Teachers will conduct a circle discussion once a week in each class. Teachers will also plan and conduct projects that require research or debate in these classes.	
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	We will be able to use our set-aside PD times (twice a week), and the assistance of our instructional coach. Teachers may engage in visitation to other classes during their prep periods.	
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Formal and informal observations; periodic teacher reflections. Student work demonstrating knowledge of the issues discussed in circle discussions and debates will be reviewed.	

Subject/Area (where relevant): To improve schools capacity to manage safety issues at the school

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will see a 15% increase as favorable to the question: “Order and discipline are maintained at my school,” on the School Survey 2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The administration has reached out to staff members to determine needs, established policies, assigned dean and aides to specific tasks, and conduct periodic surveys to the teachers to determine progress.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Specific staff that is most impacted would be the dean and the two school aides. The principal and assistant principal will help guide policy and train staff to implement measures. No additional resources will be necessary.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>The teacher survey will guide our progress month to month.</p>

Subject/Area (where relevant): To increase teachers' capacity to deliver differentiated instruction

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will have every teacher conduct a tiered lesson in their subject class.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive PD (literature, video) on tiered instruction; conduct this in their classroom, observed by others, and discuss the experiences in PD with their colleagues.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>There are no budget implications; scheduling training will occur at some of our PD hours set aside Tuesday and Thursday mornings.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Formal and informal observations Discussions during PD sessions</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	59	56	56	56	12			
10	34	31	40	44	10			
11	20	21	29	25	7			
12	16	16	12	14	5			

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	For each subject we provide tutoring during the school day. In addition, teachers have office hours outside of school time to provide additional assistance. In ELA, we provide extra writing help in our advisory debate program. We will provide credit recovery and Regents Prep sessions after school in the Spring.
Mathematics:	For each subject we provide tutoring during the school day. In addition, teachers have office hours outside of school time to provide additional assistance. We will provide credit recovery and Regents Prep sessions after school in both the Fall and Spring semesters. In some strands, we have been able to provide a second teacher.
Science:	For each subject we provide tutoring during the school day. In addition, teachers have office hours outside of school time to provide additional assistance. We will provide credit recovery after school in the Fall and Regents Prep in the Spring. We have provided two teachers in every 11 th -grade science class.
Social Studies:	For each subject we provide tutoring during the school day. In addition, teachers have office hours outside of school time to provide additional assistance. We will provide credit recovery and Regents Prep classes after school during the Fall and Spring Semesters.
At-risk Services Provided by the Guidance Counselor:	Guidance counselor provides individual counseling as needed, and oversees the advisory program that provides distributed counseling to all students. Advisories are important to provide student goal setting every two weeks. The counselor personally sees students that have emotional issues that interferes with their learning. Mandated counseling is conducted on both an individual and group basis, depending on the child's needs. Sessions range from 20 to 45 minutes, once a week. The counselor helps students set educational and personal goals for the year and works with them on how to take the appropriate steps towards meeting those goals.
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 8 LEP 250 Non-LEP

Number of Teachers 21 (1 ESL) Other Staff (Specify) Principal, AP, Guidance Counselor, Dean, Secretary, 2 Aides

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

The following outlines our program based on the Limited English Proficiency of our students:

Beginner

Type of Program/Activities: ESL-Push-In/Out; Scheduled classes
Grade Level: 10

Number of Students Served: 3
Language of Instruction: English

Rationale for Selection of Program/Activities: The service provider pushes into a variety of subject areas, as well as conducting small ESL classes as advisory and tutoring during the school day. Teacher works collaboratively with the subject area teachers in differentiating unit and lesson planning; in addition to instruction. The rationale behind this is to ensure that LEP students are receiving the same services regardless of subject area to make certain their needs are being met in all classes. The service provider uses his expertise as an ESL teacher within the subject area classes as he performs the aforementioned assessments and implements the aforementioned methods/strategies/techniques.

Times per Day/Week: 549 min. per week Program Duration: 1 school year
Service Provider: Kevin Murphy Service Provider Qualifications: Professionally certified in ESL and ELA

Intermediate

Type of Program/Activities: ESL - Push-In/Out; Scheduled classes
Grade Level: 9, 10, 12

Number of Students Served: 4
Language of Instruction: English

Rationale for Selection of Program/Activities: The service provider is the students ELA and Advisory teacher. The rationale behind this is to ensure that this LEP student is receiving ESL services in the ELA classroom and Advisory course. The service provider ensures that there is differentiation of unit and lesson planning; in addition to instruction. The service provider uses his expertise as an ESL teacher within his own ELA course as he performs the aforementioned assessments and implements the aforementioned methods/strategies/techniques.

Times per Day/Week: 360 to 475 per week Program Duration: 1 school year
Service Provider: Kevin Murphy Service Provider Qualifications: Professionally certified in ESL and ELA

Advanced

Type of Program/Activities: Push-In/Out; Scheduled classes
Grade Level: 9

Number of Students Served: 2
Language of Instruction: English

Rationale for Selection of Program/Activities: The service provider pushes into a variety of subject areas, as well as Advisory and College Prep courses, in order to work collaboratively with the subject area teachers in differentiating unit and lesson planning; in addition to instruction. The rationale behind this is to ensure that LEP students are receiving the same services regardless of subject area to make certain their needs are being met in all classes. The service provider uses his expertise as an ESL teacher within the subject area classes as he performs the aforementioned assessments and implements the aforementioned methods/strategies/techniques.

Times per Day/Week: 479 min per week Program Duration: 1 school year
 Service Provider: Kevin Murphy Service Provider Qualifications: Professionally certified in ESL and ELA

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

The staff receives professional development regularly two hours a week. Our ESL teacher provides additional PD on ESL related matters. We have and will continue to conduct PD on matters of linking instruction with IEP data, Interim Assessments, Flexible Groupings of Students, Tiered Instructional strategies, learning style differences, student work, classroom reflections, Inquiry, and reaching the individual child.

Section III. Title III Budget: THERE IS NO TITLE III BUDGET FOR THIS SCHOOL

School: 18K589 BEDS Code: 331800011589

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We looked at home languages listed in ATS, and we speak with all parents through the Advisors assigned to each family. Phone calls and other outreach determine our need. Parents take the Home Language Survey, and an interview and training on our electronic communication systems is immediately provided.

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

Currently, no family needs translation services, as each of our Advisors can comfortably communicate with their assigned families.

Part B: Strategies and Activities

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

We have parent volunteers and in-house staff to assist in written translations services in Spanish and French. For more extensive documents, we will use the DOE translation services.

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

We have parent volunteers and in-house staff to assist in oral translations services in Spanish and French. For more extensive documents, we will use the DOE translation services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.
 - A. We are posting the Bill of Rights, and sending a copy of the document in English, French, and Spanish to each family's email account (we have this established).
 - B. The Welcome poster will be placed in the office of the Parent Coordinator and the Main Office.
 - C. We will post signs in different languages that ensure non-English speaking parents will be able to reach the administrative offices.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	172,730	51875	224,605
2. Enter the anticipated 1% set-aside for Parent Involvement:	1,723	519	2,242
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	8,637	*	
4. Enter the anticipated 10% set-aside for Professional Development:	17,273	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____96%_____
6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The reason we had one teacher teach out of license is because we did not have enough funds to hire a full-time teacher to teach foreign language. We have since hired in that position, and we will have 100% of the teachers highly qualified.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes

the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

ARTS & MEDIA PREP School-Parent Involvement Policy (SPIP)

School-Parent Meetings (PTA) will take place once a month throughout the school year. At each meeting, we review school progress, the means in which we assess student progress and the communication of the data to all families, the use of Title I funding, the latest news, and concerns from parents.

At these monthly meetings, the principal and PTA will discuss the plans for using Title I funds and set goals for teacher training, student progress, and parent involvement. During meetings that follow actions in these areas, we will discuss progress and assessments of the work. Should any parent have concerns about the allocation of Title I funds, our parent contact person is Debbie Morgan, who can be reached at <babycelebrity1@hotmail.com>. Should a parent need assistance in a different language, we will use our staff or parent volunteers to help in this communication.

Our aim is to provide opportunities for each student to earn success at Arts & Media Prep. In this effort, we provide inquiry-based instruction and an instructional framework to guides teachers to engage all students in the Habits of Mind process of learning. We offer long class periods to keep maintain more time on task, an advisory system that provides personalization and instruction to strengthen research and verbal communication skills, and in-school tutoring. To maintain a high success rate, we provide parents Interim Assessments between report cards, a Habits Assessment that gives a snapshot of student progress in Habits of Work, Habits of Mind, and Demonstration of Mastery, and information regarding the "Get into the Passing Lane" academic intervention service.

It is our hope that parents join us at parent meetings and engage in the readings on family issues regarding education. Additionally, we hope parents will make sure their child is in school regularly and on time. We advocate structured times for homework, reading, meals, and sleep, and that parents regularly engage with their child on daily issues. Parents should monitor their child's schoolwork on a daily basis, maintain communication with the school, and provide consequences or positive reinforcement when necessary.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

The school, parents and guardians, working collectively to provide the successful education of their children agree as follows:

<p>THE SCHOOL AGREES TO:</p> <ol style="list-style-type: none">1. Conduct a PA meeting to inform parents/guardians of the Title 1 Program and their right to be involved.2. Offer a flexible number of additional meetings at various times.3. Provide up to date information on the provisions of the “No Child Left Behind (NCLB) Act” of 2001.4. Keep parents/guardians informed of all programs.5. Actively involve them in planning, reviewing, implementing, and improving Title 1 Programs.6. Provide assessment results and other pertinent individual, school and school district information.7. Provide on-going communication between the school and the parents/guardians through parent-teacher conferences, interim assessments, progress reports, letters, AMP Habits assessments, ISA reports, and access to the staff.8. Provide parents training in using the Arts & Media Prep Family Accounts.9. Provide opportunities to participate in and observe school activities.10. Assure parents and guardians that they may participate in appropriate staff development activities.	<p>THE PARENT/GUARDIAN /CARE-GIVER AGREES TO:</p> <ol style="list-style-type: none">1. Become involved in/with the Comprehensive Education Plan (CEP).2. Become involved in the School Leadership Team.3. Attend Parent Association Meetings.4. Attend Parent-Teacher Conferences.5. Work with their children on schoolwork.6. Monitor their children’s school attendance, homework, grades, and non-school activities. All students should maintain <i>at least</i> a 90% attendance rate.7. Share responsibility for improving student achievement.8. Communicate with the school about their children’s educational needs, and about their own needs as parents and guardians of high school students. Monitor the AMP Family Account regularly.9. Provide structure at the home. There should be routine times for family dinner, homework, reading, and sleep.10. Provide time to do things together with the child, and speak honestly in a two-way conversation about each other’s challenges.
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SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

We have taken data from past middle-school scores, Regents results, passing rates, and additional periodic assessments we conduct in 4 core subject areas. We match this data from ARIS and personal data to determine how best to provide student achievement.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

We improve student performance by providing longer class periods with smaller class sizes, inquiry instruction—includes attention to Habits of Mind, reading, writing, computation, and reasoning—attention to different student levels, group collaborative work on real-world issues,

tutoring during the day, advisory everyday, which includes personalization, goal setting, and debate program twice a month. Students have opportunities for learning technology in school, and reinforcement of this knowledge in after-school programs.

3. Instruction by highly qualified staff.

Arts & Media Prep staff and administration make a concerted effort is made to meet and interview teacher candidates who are committed to their craft and to children. All teachers at AMP are state certified. Teachers attend professional development twice a week and ISA Retreats regularly to continue developing their craft.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Arts & Media staff receives professional development in teams or as whole staff twice a week. In addition to this, they are provided coaches from the Institute for Student Achievement. These coaches observe classes and meet with teachers during their prep periods to suggest improvements to their practice. Teachers are assigned a buddy for assistance in pedagogy and to film and critique each other's practice. The administration provides assistance, with informal and formal observations that include timed goals. Teachers are encouraged to attend the ISA Winter and Summer Institutes (retreats). Teachers reflect on their practice in an online Teacher Log, which is guided by questions, and viewed by all staff members.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Arts & Media Prep provides a professionally challenging work environment, which aims to retain teachers. We ask teachers to send resume, cover letter, and portfolio. From the qualified applicants, we ask for a statement on education philosophy, a broad curriculum, and two lesson plans—one early and the other late in the curriculum. A panel of teachers and administrators interview those teachers who show creativity and good practices as demonstrated in the above materials. We also work with ISA to recruit new teachers.

6. Strategies to increase parental involvement through means such as family literacy services.

We plan to increase our outreach with the help of parent volunteers. We plan to increase the distribution of useful articles on parenting and education. We also plan to provide food at some of the events. We are distributing a newsletter. Parents are invited to come to the school to receive assistance in using computers.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Teachers are an integral part of the decision-making process at Arts & Media Prep. As this is a small school, teachers have a voice in nearly all decisions. Teachers are involved in AMP meetings and assessments. Professional development is provided before implementing or conducting student assessments. AMP has communication systems in place to inform all teachers of student progress.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Arts & Media Prep provides all students additional assistance through its College Prep program twice a week. Students are also encouraged to participate in after-school tutoring and clubs designed to improve their academic progress. The class periods are longer to allow teachers to work with each student, and the math and science classes have two teachers in many of its classes. The Advisory program strongly builds students ability to listen, speak, read, and write, as it emphasizes debate, research, health, and goal setting. Arts & Media Prep offers Interim Assessments throughout the school year, which allows parents and students to focus on improving the progress weeks before the marking periods conclude.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Arts & Media Prep, in its 4th year, has consolidated its Tax Levy, Title 1, and other grant money to provide the best instructional program it can for its students. We are establishing peer mentoring programs and clubs for the students. Our ELA teacher is receiving training on peer mediation and is improving what we already started in this area last year. All students received instruction for two weeks on violence prevention. We continue to offer parents training on computers.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	34
Title I, Part A (ARRA)	Federal	✓				✓	34
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Part D: TITLE I TARGETED ASSISTANCE SCHOOLS	Federal	NA					
Title IV	Federal			✓			
IDEA	Federal						
Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under Title I, Part A. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.							

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your 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). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We have three students in this category.

2. Please describe the services you are planning to provide to the STH population.

We are offering additional offering additional tutoring, referrals to after school and extracurricular support, and working with the attendance teacher and parent coordinator to ensure good attendance and provide additional family support.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Arts & Media Preparatory Academy					
District:	18	DBN:	18K589	School		331800011589

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v	
	K		4		8		12	v	
	1		5		9	v	Ungraded		
	2		6		10	v			

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		87.3	87.9	86.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	71	79	69				
Grade 10	69	71	61				
Grade 11	0	58	70				
Grade 12	0	0	45				
Ungraded	1	0	0				
Total	141	208	245				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	86.6	88.2	90.0

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	60.0	64.5	69.1

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	3	5	7

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	1	0	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	31	45	63
# in Collaborative Team Teaching (CTT) Classes	13	23	30	Superintendent Suspensions	5	20	22
Number all others	11	13	17				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	1	4	TBD	Number of Teachers	7	12	20
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	3	4	4

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	0

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	1	2	22	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	25.0
				% more than 5 years teaching anywhere	28.6	30.8	25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	62.0	70.0
American Indian or Alaska Native	2.1	1.0	0.8	% core classes taught by "highly qualified" teachers	100.0	92.9	97.3
Black or African American	88.7	91.3	89.4				
Hispanic or Latino	7.8	6.7	9.0				
Asian or Native Hawaiian/Other Pacific	0.0	0.5	0.8				
White	0.0	0.0	0.0				
Male	53.2	50.5	49.8				
Female	46.8	49.5	50.2				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				v	v	
Student groups making				3	3	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10			
Overall Letter Grade:	NR		Overall Evaluation:			NR
Overall Score:			Quality Statement Scores:			
Category Scores:			Quality Statement 1: Gather Data			
School Environment:			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>			Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>			Quality Statement 5: Monitor and Revise			
Student Progress:						
<i>(Comprises 60% of the</i>						
Additional Credit:						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Anthony Conelli	District 18	School Number 589	School Name Arts & Media Prep
Principal Robert Hall	Assistant Principal Ryan Baxter		
Coach Marian Mogulescu	Coach		
Teacher/Subject Area Kevin Murphy/ESL	Guidance Counselor Ilona Williamson		
Teacher/Subject Area	Parent		
Teacher/Subject Area	Parent Coordinator Rachel Spivey		
Related Service Provider Kevin Murphy	Other		
Network Leader Terry Byam	Other		

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	250	Total Number of ELLs	9	ELLs as Share of Total Student Population (%)	3.60%
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Part II: ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
- Possible ELL students are initially identified through their previous enrollment in ESL services, through parent involvement, and/or scores on initial diagnostic tests. We also administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and in the native language, and the formal initial assessment. Our certified ESL teacher and coordinator, Kevin Murphy, is responsible for this initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. He also annually evaluates ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) according to regulations.
 - To ensure that all parents understand the three ELL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) offered by the NYC DOE, the school will communicate with each applicable parent within 5 days after receiving the results of the student's LAB-R test. Each parent will receive instruction and an opportunity to view the video that explains the 3 forms of service. The school will communicate via phone, email, and/or postal service with the parent and set up an appointment that is beneficial to the family within 10 days of receiving the results. The LAP Team will be ready to offer this instruction "on the spot" once a parent comes into the school for any other reason. All parent-related documents can be found in the ELL Parent Information Case.
 - Once a family enrolls its child into our school, the parent or caregiver is provided a Home Language Survey within 10 days to determine if the student requires language services. To ensure that all program selection forms are returned to the school, the LAP Team will try to receive the results as the parent is in the school. If the parent cannot provide the selection immediately, then we will schedule with the parent a time frame (within 10 days) how and when we will receive the choices. We will provide the parent a self-stamped, addressed envelope to ease the process.
 - Students are placed into ESL instructional programs through consultation/communication with parents in their native language. ELLs are programmed by the LAP team according to their grade level and required minutes of service per week as outlined in CR Part 154.
 - After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice that parents have requested is Freestanding ESL. The specific numbers are as follows:
 - Program models offered at our school are aligned with parent requests. As our ELL population grows, we will continue to monitor parent preference and input to structure and/or restructure our program and grow our faculty accordingly.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

Contained														
Push-In										2	2		1.2	5
Total	0	2	2	0	1	5								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	9	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	5	0	2	1	0	0	3	0	2	9
Total	5	0	2	1	0	0	3	0	2	9

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	4			6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										2				2
French													1	1
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other														0
TOTAL	0	4	4	0	1	9								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. We use a combination of Push-In [Co-Teaching] and Collaborative models in a Heterogeneous program for content-area classes. For Advisory classes and Pull-Out sessions, we use and Ungraded, Heterogeneous program.
2. Advanced students are placed with an ESL teacher for their Advisory class which meets every day for a total of 275 minutes of service per week. However, our current Advanced ELL benefits from additional minutes of service through our Push-In/Collaborative model in her content-area classes; including ELA. Intermediate students are also placed with an ESL teacher for Advisory, in addition to receiving 200 minutes of Push-In/Collaborative services per week in Math, Social Studies, Science and ELA for a total of 475 minutes. Beginning students receive the same services as and Intermediate with the addition of one Pull-Out session and one Tutoring session per week for a total of 590 minutes of service per week. NLA instructional minutes are included in Advisory, Pull-Out and Tutoring sessions.
3. Content areas are delivered in the target language (English). The ESL Push-In teacher services students in each content area throughout the week. This ensures that the students receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, and support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music, translation technology, on-line tools, differentiated products and so on are used to make material comprehensible. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level.
4. Newcomers to our school will be provided with an informal orientation to the ESL program and the student's advisor. Lines of communication will be established between the home and school, with the advisor serving as the liaison. The student will be encouraged to participate in our after-school programs that are geared to improve language skills. All students will be provided a number of assessments—ISA ELA and Math Assessments, AMP Habits Assessments, and Ed-Performance Assessments, aside from the AMP Interim Assessments that involve class work assessments.

Long-term ELLs and newcomers will greatly benefit from our literacy intensive Advisory program. This program strongly emphasizes speaking, listening, reading, and writing.

Beginning and Intermediate English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the student receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music and so on are used to make material comprehensible. Students also use a variety of technology and differentiated products for learning. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level.

Advanced English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the students receive the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Continued focus on vocabulary acquisition remains, but is aimed more towards Tier 2 and 3 academic language. Increased reading sustainability is addressed, with less parsing of texts and challenging students with higher-level texts. Further, a variety of texts including video clips, films, music and so on are used to make material comprehensible and inspire further growth. Students also use a variety of technology and differentiated products for learning. Higher-level academic writing is also stressed – such as research papers, position papers, et al.

Students with special needs benefit from a certified-SPED Co-Teacher in all of their classes, in addition to the Push-In ESL Teacher. We do not currently have any SIFEs.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



25%	Dual Language		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
100%			
75%	Freestanding ESL		
50%			
25%	Freestanding ESL		
TIME			

B. Programming and Scheduling Information--Continued

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

5. Content-area courses are conducted in the target language. English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the student receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music and soon are used to make material comprehensible. Students also use a variety of technology and differentiated products for learning. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level. Students also benefit from Pull-Out and Tutoring sessions, in addition to Advisory services, to ensure student success in content-area courses.

6. Students will continue to be assessed through our ISA ELA and Math Assessments, ISA Content-Area Assessments, AMP Habits Assessments, and Ed-Performance Assessments, aside from the AMP Interim Assessments that involve class work assessments.
7. In the upcoming school year, we plan on improving upon the methods and strategies implemented last year, as well as improving upon parent involvement and preparation for Regents exams.
8. No programs/services for ELLs will be discontinued as we are assessing the efficacy of those that were implemented last year, as well as those added for this upcoming school year. If and when our ELL population increases, improvements such as moving toward a Self-Contained or Dual Language model may have to be implemented to fit the needs of that population.
9. ELLs are afforded equal access to all school programs, including after school activities and supplemental services offered. The ESL teacher ensures that materials and support are there for all programs, activities and supplemental services such as content-area tutoring.
10. Our school uses a variety of instructional materials to aid in target language acquisition, including but not limited to the following: "Side by Side" texts and workbooks, a variety of dictionaries, leveled-texts and novels, native language texts and novels, Google translation tools, google.es, online native language translated texts, and so on as necessary.
11. In our Freestanding ESL program, native language is addressed and supported in Advisory, Pull-Out and Tutoring sessions, as well as when needed in Push-In content-area courses, through the use of native language texts and novels, google.es and online native language translated texts.
12. All required services support and resources correspond to ELLs' ages and grade levels in all content areas as well as Advisory and other services.
13. Newcomers to our school will be provided with an informal orientation to the ESL program and the student's advisor. Lines of communication will be established between the home and school, with the advisor serving as the liaison. The student will be encouraged to participate in our after-school programs that are geared to improve language skills.
14. We have and/or currently offer French and Spanish as electives.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Only 25 % of the parents are involved to the extent of attending meetings and/or completing the School Survey. As ELLs comprise of a small percentage of the students, there is little involvement overall.
2. We do not work with outside agencies in regards to ESL.

3. Our parent coordinator will assess the needs and provide a translator if desired.
4. We invite parents to learn about online communication and access different languages in the computer.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		0	
Math <u>Algebra</u>	1		0	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		0	
Physics				
Global History and Geography	1		0	
US History and	1		0	

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Additional Information

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

students that have difficulty progressing in reading and writing have additional disabilities.

Reading and writing need more of our focus. We are implementing more reading opportunities and resources. Students practice all modalities in our debate program, required by all students.

Additional Information

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		