



## **ACADEMY OF PUBLIC RELATIONS**

**2010-2011**

### **SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL: DISTRICT 7/BRONX/07x298**

**ADDRESS: 778 FOREST AVENUE BRONX, NY 10456**

**TELEPHONE: (718) 665-8866**

**FAX: (718) 401-0051**

**TEMPLATE - MAY 2010**

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**SECTION I: SCHOOL INFORMATION PAGE**

SCHOOL NUMBER: MS 298x SCHOOL NAME: Academy of Public Relations

SCHOOL ADDRESS: 778 Forest Avenue Bronx, NY 10456

SCHOOL TELEPHONE: (718) 665-8866 FAX: (718) 401-0051

SCHOOL CONTACT PERSON: Ms. Lizanne Espina EMAIL ADDRESS: lespina@schools.nyc.gov

**POSITION/TITLE** **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lizanne Espina

PRINCIPAL: Amy Andino

UFT CHAPTER LEADER: Mary Santana

PARENTS' ASSOCIATION PRESIDENT: Latrell Reagans

STUDENT REPRESENTATIVE:  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

DISTRICT: 7 CHILDREN FIRST NETWORK (CFN): 101

NETWORK LEADER: Marina Kofield/Megan Roberts

SUPERINTENDENT: Yolonda Torres



**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
Amy Andino	*Principal or Designee	
Mary Santana	*UFT Chapter Chairperson or Designee	
Latrell Reagen	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lizanne Espina	Member/Chair	
Courtnei Davis	Member/Co- Chair	
Maria Terracciano	Member/Teacher	
Cynthia Paulino	Member/Teacher	
Ada Martinez	Member/Parent	

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

\* Core (mandatory) SLT members.

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### 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.

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The Academy of Public Relations provides students with a high school preparatory curriculum that focuses on public relations in the form of speaking, listening, viewing and writing skills. The focus of APR is to increase levels of self-esteem through the ongoing use of emotional intelligence and public speaking skills. Students are exposed to a range of the many facets of public relations with an emphasis on making our students more powerful communicators of the written and spoken word. Learning to write means learning to speak out, to make one's voice heard in the great human conversation. The Academy of Public Relations prepares students for the professional environment that will exist during their careers. Students are provided with the skill set that will allow them to be critical and creative thinkers in an unpredictable environment.

Students receive standards-based instruction with an emphasis on differentiated instruction which will employ two elements: engagement and understanding. Engagement occurs when a lesson captures students' imaginations, snares their curiosity, ignites their opinions, or taps into their souls. Engagement is the spark that will attract the learners' attention and make the learning endure. Understanding is how the learner has wrapped around an enduring idea and incorporates into her or her inventory of how things work.

The Academy of Public Relations challenges students with rigorous instruction and helps students become lifelong problem solvers and critical thinkers by connection brain research with the dimensions of learning. The use of Social and Emotional Learning facilitates positive attitudes towards learning. Students acquire and integrate knowledge within the context of what they already know so that the information can be used easily in new situations. Students extend and refine knowledge by comparing, classifying, inducing, deducing, analyzing errors, constructing support and analyzing perspectives. Students learn best when they are aware they need information to accomplish a goal. Therefore, students apply information in activities that require them to make decisions, investigate, conduct experiments, and solve real world problems. Brain research confirms that this type of experiential learning activates the area of the brain responsible for higher order thinking. The mental habits that students practice will enable them to facilitate their own learning. When students are able to monitor their own thinking they are thinking metacognitively.

Assessment at APR includes multiple techniques that are created collaboratively by teachers and students to allow ownership and articulation of expectation. All students are considered in lesson planning and learning tasks, including ELLs and special education students. APR values every student's contribution and allows students to become active learners and to take responsibility for their

own learning. Students have the ability to use materials that support them in making real world connections. Teachers and students will engage in thoughtful reflection regarding personal and academic growth with an emphasis on the progress toward meeting standards. Guided by the notion that we are all learners, teachers and students alike are expected to know and understand content. Assessment also includes reference to the conceptual model of emotional intelligence, which is divided into four quadrants: self-awareness, social awareness, self-management, and relationship management, measured through the ongoing use of the reflection and conferences.





**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					
<b>School Name:</b>	Academy of Public Relations				
<b>District:</b>	7	<b>DBN #:</b>	07X298	<b>School BEDS Code:</b>	320700010298

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		88.6	89.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0	<b>Student Stability: % of Enrollment</b>					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.5	90.8	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	78	84	62	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	124	87	83		92.5	91.9	98.5		
Grade 8	96	106	79						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	14	TBD		
Grade 12	0	0	0						
Ungraded	1	0	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		

Total	299	277	225		16	17	11
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## DEMOGRAPHICS

DEMOGRAPHICS							
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>			
(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	34	32	33	Principal Suspensions	122	99	TBD
No. in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	9	11	TBD
Number all others	24	34	29	<i>These students are included in the enrollment information above.</i>			
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	90	41	68	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0	<i>These students are included in the General and Special Education enrollment information above.</i>			
# receiving ESL services only	25	0	11	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	1	35	(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	21	24	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	3	3	TBD
	16	10	TBD	<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100	100	TBD

American Indian or Alaska Native	0.0	0.0	0.4	Percent more than two years teaching in this	4.8	33.3	TBD
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DEMOGRAPHICS							
				school			
Black or African American	22.7	22.0	21.8	Percent more than five years teaching anywhere	23.8	37.5	TBD
Hispanic or Latino	76.9	77.3	76.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.0	0.0	0.0	Percent Masters Degree or higher	57.0	63.0	TBD
White	0.3	0.7	0.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	90.7	88.7	TBD
Multi-racial							
Male	46.8	46.2	48.4				
Female	53.2	53.8	51.6				

2009-10 TITLE I STATUS				
Title I Schoolwide Program (SWP)		Title I Targeted Assistance		Non-Title I
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09
				2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes	No	If yes, area(s) of SURR identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes		No	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>	
		Basic	Focused
In Good Standing (IGS)		✓	
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			



## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

(Advanced)

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>			<b>Secondary Level (✓)</b>			
	ELA:	X			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
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓	-				
Hispanic or Latino	X	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-	-				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓sh	✓sh	-				
Limited English Proficient	✓sh	✓					
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	5	6	1				

### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	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](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	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	82.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	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**

Due to the creation and implementation of Professional Learning Communities, the addition of full-time math and literacy coaching, and curriculum-standards alignment, the Academy of Public Relations has affected noticeable trends in teacher collaboration and the use of data to drive instruction.

### **Challenges**

While the Academy of Public Relations has seen growth in teacher collaboration and the use of data to drive instruction we have noticed that students achieving proficiency (levels 3 and 4) on the English Language Arts state exam and Mathematics state exam has decreased.

### **Barriers**

The most significant barriers to the Academy of Public Relations improvement are:

- Our large English Language Learner population
- Budget limitations

### **Aids**

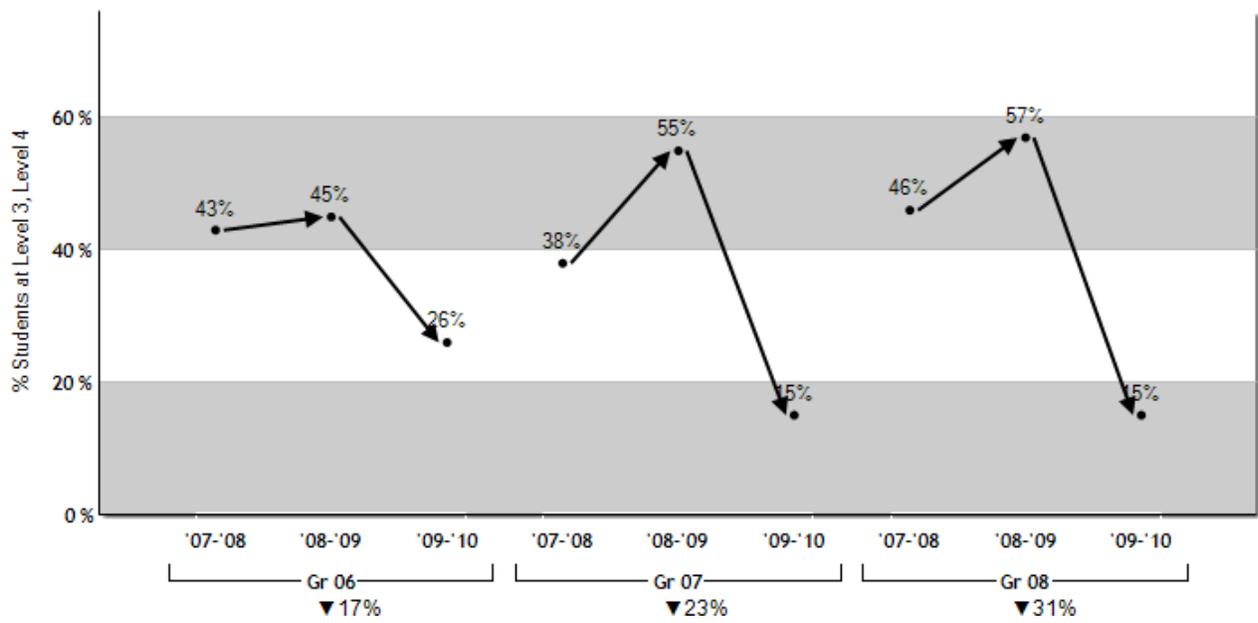
The most significant aids to the Academy of Public Relations improvement are:

- Professional Learning Communities
- Professional development
- English Language Learners curriculum which addresses major skills for success in ELA and mathematics
- Increased communication between teams: ELL, SpEd., ELA, Math, Science, Social Studies

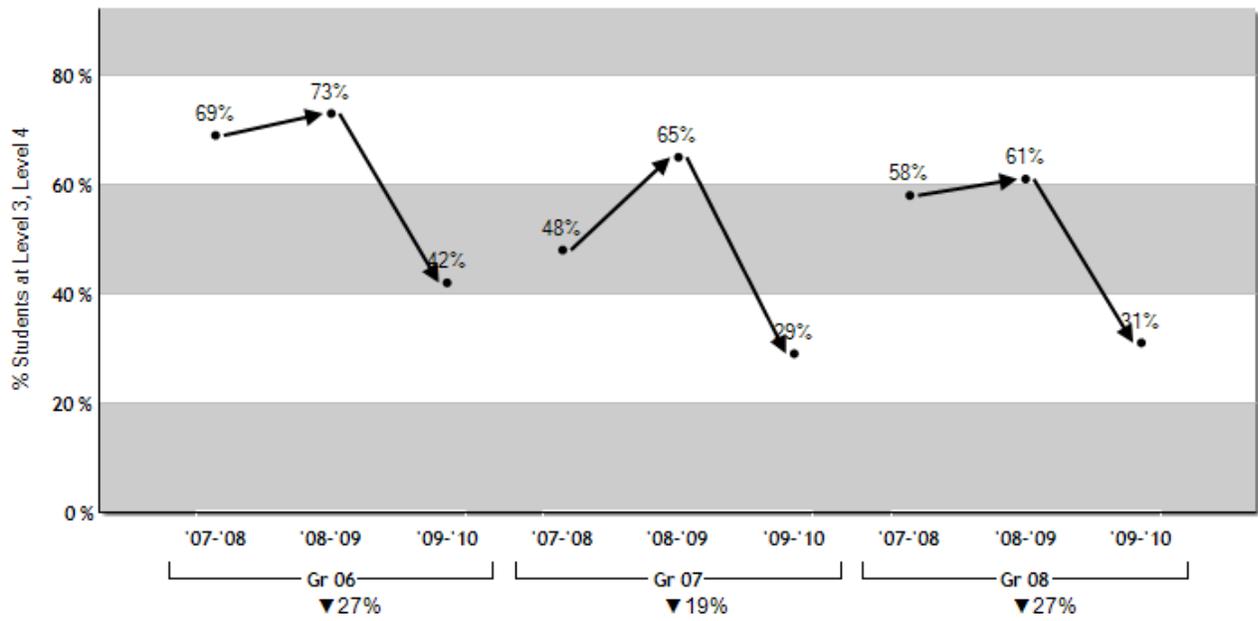
**NCLB/SED accountability status: SINI – Improvement (Year 1) Comprehensive**

**DOE accountability status: 2009-2010 Progress Report - Grade A**

## English Language Arts Data



## Mathematics Data





## 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.

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Listed below are the Academy of Public Relations instructional goals for the 2010 – 2011 school year:

### **English Language Arts**

By June 2011 the Academy of Public Relations English Language Arts team will increase the percentage of students attaining or exceeding proficiency in English Language Arts from 15.9% to 31%.

### **English Language Learns**

By June 2011 30% of the English Language Learners population will increase one proficiency level on the NYSESLAT.

### **Mathematics**

By June 2011 the Academy of Public Relations Math team will increase the percentage of students attaining or exceeding proficiency in mathematics from 24% to 34%.

### **Science**

By June 2011 100% of students will be able to utilize words and visuals to communicate conclusions obtained via the scientific method as measured through the completion of an inquiry based projects.

### **Social Studies**

By June 2011 100% of students will be able to integrate visual information with written information and analyze the relationship between a primary versus secondary source on the same topic measured by monthly CFA's (Common Formative Assessment).



**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):** English Language Arts

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the Academy of Public Relations English Language Arts team will increase the percentage of students attaining or exceeding proficiency in English Language Arts from 15.9% to 31%.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Teachers will work in collaborative grade and department groupings to analyze: itemized targeted assessments (ITA), common formative assessments (CFA), and ACUITY predictive examinations. Meetings will be held in 50 min periods two times per week.</li> <li>• 100% of the teaching staff will be involved in this initiative. All meetings will be teacher led and directed. Continued implementation will begin immediately in August and will continue throughout the 2010 – 2011 academic school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	<ul style="list-style-type: none"> <li>• Department and team common planning time will continue to be built into the schedule.</li> <li>• Per session will be allotted for staff to analyze data and construct relevant action plans based on results.</li> <li>• During summer sessions teachers will learn how to use and assess, and analyze ITA’s, CFA’s, and ACUIY to further students’ achievement and improve teacher practice.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• 100% of the teaching staff will:</li> <li>• complete pre, mid, and post year survey to assess the effectiveness of team.</li> <li>• teams will make pre, mid, and post year goals</li> <li>• track student class and teacher progress in an effort to find best practices and strategies leading to increased student achievement</li> <li>• Students will make goals and conference with their teachers on achievement</li> </ul>



**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):** English Language Learners

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 30% of the English Language Learners population will increase one proficiency level on the NYSESLAT.</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• 100% of SpEd and ELL teachers will participate in weekly staff development and collaborative team meetings in addition to grade and subject meetings to support their continued professional growth in teaching the targeted populations.</li> <li>• Students will receive English Skills classes in addition to English as a Second Language (ESL) classes</li> <li>• Students in the ELL and SpEd populations will be targeted for Saturday school, extended day, and academic intervention services (AIS)</li> <li>• Students in both SpEd and ELL populations will be targeted as part of the Inquiry groups</li> <li>• A study group running from February to May will focus on ELL differentiation and based practices.</li> <li>• Support will be provided to the ELL department a network liaison</li> <li>• Implementation of ELL goals will began in July with the creation of a bilingual curriculum and will be continuously reviewed and revised through the academic year.</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	<ul style="list-style-type: none"> <li>• Funding for inquiry groups is set aside in the FY'11 budget</li> <li>• ELA, ELL, and SpEd Department common planning time will continue to be built into the schedule</li> <li>• Per session will be allotted to bilingual teachers for a Saturday school program</li> <li>• Per session will be allotted for staff to analyze data and construct relevant action plans based on results.</li> <li>• Title III funds will supplement daily school program by providing ELL's with a Saturday academy as well as funding the teacher study group and parent workshop.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Teachers will analyze student data in weekly meetings to ensure goals are being met</li> <li>• Teachers will supply students with monthly progress reports to strengthen the home-school relationship</li> <li>• Students will take: ITA's, CFA's, and predictive tests the results of which will be used to generate differentiated teaching strategies to meet the needs of target learners</li> <li>• Students will set goals in ELA and conduct mid and post-year evaluations of themselves to gauge their own progress</li> </ul>



<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <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>	<ul style="list-style-type: none"> <li>• Collaborative grade and department common planning time will continue to be built into the schedule</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Students will take:</p> <ul style="list-style-type: none"> <li>• ITA's, CFA's, and predictive tests the results of which will be used to generate differentiated teaching strategies to meet the needs of target learners</li> <li>• Teachers will analyze student data in weekly meetings to ensure goals are being met</li> </ul>



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Teachers will analyze student data in weekly meetings to ensure goals are being met
- Students will take: ITA's, CFA's, and predictive tests the results of which will be used to generate differentiated teaching strategies to meet the needs of target learners
- Student generated lab reports will be department reviewed and discussed to check for use of visuals and the proper use of the scientific method





## **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	TBD	TBD	0	0	0	0	4	0
7	30*	30*	0	0	0	0	4	0
8	26*	26*	0	0	0	0	4	0
9								
10								
11								
12								

\*subject to change

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

- o 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.

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- 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**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p>Academic Intervention Services at the Academy of Public Relations consist of small group instruction with 5-10 students who receive academic services in their area of need before school and twice per week during the school day. Our English Language Arts program for the 2010 – 2011 school year will focus on increasing the percentage of students who meet promotional criteria in English Language Arts within our Special Education (SpEd) and English Language Learner (ELL) population by 20%. We will utilize Empire State English Language Arts program.</p>
<p><b>Mathematics:</b></p>	<p>Academic Intervention Services at the Academy of Public Relations consist of small group instruction with 5-10 students who receive academic services in their area of need before school and twice per week during the school day. Our mathematics program for the 2010 – 2011 school year will focus on increasing the percentage of students who meet promotional criteria in Mathematics within our Special Education and English Language Learner population by 20%. We will utilize Empire State Mathematics program.</p>
<p><b>Science:</b></p>	
<p><b>Social Studies:</b></p>	
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	



<b>At-risk Services Provided by the Social Worker:</b>	School Social Worker will meet with identified students and provide support in regards to organizational skills, use of school planners, material maintenance and follow through with subject teachers.
<b>At-risk Health-related Services:</b>	



## 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.

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### **Part 1: School ELL Profile**

The Language Allocation Policy Team in the Academy of Public Relations is composed of the principal, the ESL teacher, a seventh grade Math teacher, and the Guidance Counselor. Together, the LAP team links ELLs and their families with high quality academic opportunities and ensures the alignment of ELL programs with the comprehensive core curriculum in content areas.

The Academy of Public Relations is a small school of 223 students. This school serves 66 ELLs, who comprise 29.6% of the school’s total population. We have two certified ESL teachers, two certified bilingual teachers, fourteen certified content-area teachers without ESL/Bilingual Certification, one content area teachers with a Bilingual Extension, and one special education teacher with a Bilingual Extension.

The service provider for the ESL program at the Academy of Public Relations is Ms. Cynthia Paulino, a NYC Teaching Fellow with the transitional B certificate in TESOL. The ESL teacher is skilled in both pedagogy and content, and is engaged in professional development. She demonstrates academic language proficiency in English and Spanish, and she uses native language support when needed.

### **Part II: ELL Identification Process**

All parents of newly enrolled students complete a Home Language Survey and an informal oral interview in English and in the native language, which assist the school in identifying students with limited English-language proficiency. The survey and oral interview are completed on school grounds with Ms. Cynthia Paulino, who is the ESL Coordinator and is bilingually fluent in English and Spanish. Once potential ELLs are identified, they are administered the Revised Language Assessment Battery (Lab-R) by the ESL Coordinator within the first ten days of enrollment. This test determines whether students are entitled to ESL services and informs the ESL teacher about the proper assignment of ESL cluster placement of the ELLs.

The parents of ELLs are then contacted, informed of their child’s ESL status, and invited back to attend a parent orientation meeting, where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. At this meeting, parents learn about the three program choices (Transitional Bilingual, Dual Language, and Freestanding ESL) and what options are available at the Academy of Public Relations.

The school ensures the proper return of all Program Selection Forms by having them completed on school grounds. Copies of forms are stored in

the student's CUM record and in the school's ELL Compliance binder. While general Parent Orientations are held in the Fall and Spring, individual

parent conferences are held throughout the school year, and are scheduled around the parent’s convenience. Entitlement letters are mailed to the parents in first ten days of initial enrollment.

Upon review of the Parent Survey and the Program Selection forms about 90 percent of ELL parents have opted for the Transitional Bilingual Education program in the past two years. The program model offered at Academy of Public Relations is aligned with the parent requests. To build alignment between parent choice and the program offered by the school, the ESL Coordinator closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is installed to comply with the parent’s request.

**ELL Demographics**

At the Academy of Public Relations, there are a total of 66 ELLs. The ELL population includes 5 students with interrupted formal education (SIFE) and 12 special education designated ELLs, 6 of whom do not require ESL instruction as per their IEP. 27 ELLs are newcomers, 23 ELLs are receiving services four to six years, and 16 are long-term ELLs. 26 ELLs are Special Education, and 13 are SIFE.

These students are in grades 6 through 8, and they participate in a Transitional Bilingual Education program and Pull-out ESL program. Based on Parents' Choice Letters and the Home Language Survey form, the Academy of Public Relations has created 9 ESL and 6 TBE classes. There is one general education TBE class and one bilingual special education class in each grade. Also, there are three ESL Pull-out classes in each grade.

**ELLs with NYSESLAT Scores and Years of Service**

<b>Programs</b>	<b>Newcomers From 0 to 3 years</b>	<b>From 4 to 6 years</b>	<b>Long-term ELLs More than 6 years</b>	<b>TOTAL</b>
Free-standing ESL	1	8	2	11
TBE	26	15	14	55
<b>TOTAL</b>	27	23	16	66

In the Newcomer category, there are a total of 27 ELLs. This small group includes 10 SIFEs and 6 Special Education students in the TBE program. In the 4-to-6-year category, there are a total of 23 ELLs, 3 of whom are SIFE and 11 are Special Education students. Lastly, the Long-term ELLs category is comprised of 16 students, 11 of whom are Special Education. The majority of ELLs at the Academy of Public Relations speak Spanish. In fact, all 55 students in the TBE program are Spanish-speakers.

**Programming and Scheduling Information**



In the Academy of Public Relations, we have the following programs:

### 1. Transitional Bilingual Program (TBE)

The TBE program is composed of a total of 6 classes. Six classes participate in the TBE program. There is one general education TBE class and one bilingual special education class in each grade. Students enrolled in bilingual special education classes are entitled as per IEP. Students receive ESL services in a block heterogeneous model. Programming clusters cohorts of ELLs with the same native language background. As such, students can access content by interacting with each other despite varying levels of language proficiencies. In addition, these ELLs receive at least three sessions every week that supplement their multilevel ESL class. In these pull-out sessions, students are grouped by their English-language proficiency level, as indicated by their LAB-R or NYSESLAT score. Instruction is provided in both English and Spanish.

The program provides grade curriculum level content area instruction in the native language and in English in accordance with the CR-Part 154, Aspira Consent Decree, and the Language Allocation Policy of New York City. Full certified and highly qualified Bilingual Education (both general education and Special Education) allocates English and the students' native language in the following format:

- Beginners - NLA 60% and English 40%
- Intermediate - NLA 50% and English 50%
- Advanced - NLA 25% and English 75%

The program includes 2 components:

- *Language Arts instructional component.* It is delivered through instruction in English language arts, English as a second language, and native language arts.
- *Content area instructional component.* It is delivered through instruction in the native language, as well as English via ESL methodologies.

### 2. Freestanding ESL Program via Pull-out

The pull-out model has 3 homogeneous proficiency level groups (Beginner, Intermediate, and Advanced) at the sixth, seventh, and eighth grade levels. Students are placed in a cluster based on their most recent LAB-R or NYSESLAT scores. These classes receive ESL instruction by a fully certified ESL teacher and content-area instruction by fully-certified content-area teachers.

The clusters meet at least 5 times a week for 45 minute periods. As mandated in the New York State CR Part 154, the Beginners and Intermediates get 360 minutes of ESL instruction every week, and Advanced ELLs get 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ELL teacher. Many factors are considered when grouping the scholars, including NYSESLAT scores, LAB-R scores, informal observations, other assessments, academic needs and class curriculum. The size of the ELL pull-out classes ranges from 3 to 15 students, allowing the ELL teacher to differentiate for the students' different learning styles and English-language proficiency levels.



In both programs, all ELLs receive the same rigorous standards-based curriculum as monolingual students and all instruction follows the Teacher's College model. The Teacher's College program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program, which each have a ninety-minute block. Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

The ESL program at the Academy of Public Relations teaches literature and the English language using ESL methodologies and native language support. In order to make content comprehensible and enrich language development, the ESL teacher presents a plethora of lessons and activities that encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the New York State learning standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning. Common ESL instructional practices include:

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Interdisciplinary learning: An instructional unit is based on a theme built around two or more disciplines. Standards combine context and language learning in meaningful contexts and develop critical thinking skills. Furthermore, the ESL teacher collaboratively works with the bilingual ELA teacher and bilingual Social Studies teacher.
- Cooperative learning activities: Students work together in small groups on a time limited task. Students negotiate and exchange knowledge and experiences while making connections with content and language.

The ESL pull-out program at the Academy of Public Relations uses the Visions curriculum by Heinle ELT. The series' levels range from Intro to C, and the students are leveled by their 2009 NYSESLAT or Lab-R scores. Students in the bilingual program use the Scott Foresman ESL curriculum, which are leveled by grade. Both of these curriculums provides standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs.

Native language support is provided in the bilingual program. The ESL and bilingual content-area teachers sometimes use Spanish, a dominant language among ELLs, to clarify some points. The students are encouraged to use their native language for specific purposes, such as clarification or questioning. ELLs are provided with additional native language support with materials in their native language in the school and ESL class library, as well as the use of bilingual dictionaries in ESL and content-area classes.



Since all of the students speak Spanish in the TBE program, native language support is provided with bilingual dictionaries, Spanish-language libraries, technology enrichment in the native language, and a buddy system. In MS 298, ELLs receive instruction in English and Spanish in the following content areas: Science, Math, and ELA. New concepts are typically taught in the native language and reinforcement is done in English. ELLs are given the opportunity to use the typical “language,” or vocabulary, and discuss concepts in their own words in English or their native language. In addition, native language resources (libraries, texts, technology, primary resource materials) are available in most classrooms to accelerate learning.

Content area teachers provide grade-level academic work in the student’s native language so that the student maintains academic progress, as well as English to develop academic English language. Furthermore, teachers regularly review student performance data and design units of study that meet the diverse needs of students and target grade-level course standards. In all core subject areas, teachers use a variety of scaffolding and ESL instructional strategies when teaching ELLs. Furthermore, resources used correspond to ELLs’ ages and grade levels.

In order to differentiate instructions for ELLs, the Academy of Public Relations has several programs in place that provide supplementary support. Read 180 is used to aid reading comprehension. In addition, the Extended Day Program provides students with academic support in small group instruction before school.

Students with interrupted formal education (SIFE) receive additional instructional time before school and during the regular school in the pull-out/push-in Academic Intervention Services (AIS). Similarly, ELLs identified as having special needs also receive AIS. In addition, the SUCCESS tutoring program provides additional academic support three times a week. All mandated services are offered as per their IEP's.

- The newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.
- The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars’ NYSESLAT scores and thus catered to their language needs. Therefore, they receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.
- GPS/ Achieve Now Academy provides APR's overage students with intensive academic intervention in Math and ELA, individual and/or group counseling; monitoring of academic progress, and college and career awareness. The goal is to provide retained students with a structured environment where attention to individual needs and intensive intervention will lead to attainment of graduation requirements. A number of ELLs participate in this program.

In addition, targeted intervention programs have been put in place at the Academy of Public Relations for ELLs in Math and ELA. They include the

Extended Day program and Read 180. These programs are offered in English.

When ELLs reach proficiency in the NYSESLAT, they continue to be provided with continuing transitional support. They are awarded with ESL mandated New York State testing modifications for two additional years, and they are supplied with bilingual glossaries.

ELLs are afforded equal access to all school programs. As such, the following services are provided to ELLs and monolingual students at the Academy of Public Relations:

- Academic Intervention Services (AIS)

AIS is implemented during the school day for all level 1 and level students. These classes consist of less than 15 students, and differentiated instruction is utilized to drive instruction.

- Advisory program

One of our school attributes is that it has a diverse student population, and we strive to assist ELLs with the process of assimilating into a new culture. Therefore, ELLs and monolinguals are mixed in a small group setting (15:1). Each class meets once a week for the entire school year. Former ELLs also attend. In order to better address the cultural and adolescent need of these students, these classes are organized by grade level. The goals of the Advisory program are to build self-esteem and to work collaboratively to solve personal and academic matters.

- Assessment-based differentiation

In order to facilitate differentiated instruction, the following assessments are used:

- NYSESLAT scores
- LAB-R scores
- Spanish LAB scores
- ELL Periodic Assessment
- Acuity Interim Assessments
- Content-area tests and quizzes
- Portfolios
- NYS ELA test scores
- NYS Math test scores
- Teacher observations

- Audio equipment

Audio books and audio interviews are used to provide students with more practice in dialogue and listening, as well as to improve their overall literacy.

- English-taught enrichment classes



English language development is strengthened in Academy of Public Relations through participation in English-taught enrichment classes such as art, computer lab, and physical education. Furthermore, ELLs are free to participate in the school's different extracurricular activities, including baseball team, basketball team, Salsa dance program, and African dance program.

- Technology

Technology is an integral part of many lessons. Several Smartboards are available for instructional purposes, and we have two computer labs where all ELLs receive computer and internet training as they create projects on Power Point, Word, and other programs.

- Extracurricular

The Academy of Public Relations offers a variety of afterschool activities, which are open to all of its students. These activities include an afterschool Dance program, sports intramurals, and a diverse sports program with organized basketball, baseball, and soccer teams. Many ELLs try out for the competitive sports teams and attend the dance activities.

- Support for School Transitions

To support students who are transitioning from elementary to middle school, the Academy of Public Relations offers its students a bridge program in August. The program includes an orientation to the school's rules, policies, and academic expectations. It features team-building activities, and it culminates in a trip to Grennkill Retreat in upstate New York. A number of ELLs attend this program, and some Spanish-speaking teachers are available to translate.

An extensive high school articulation program is in effect to support students as they transition from middle school to high school. This program focuses on preparing 6th, 7th and 8th grade students for the high school application process and assists students in making well informed choices. High schools of interest and the application process are discussed with all grades during advisory class. Also, a separate parent and student workshop and campus high school fair are offered annually for all 7th and 8th grade students. This workshop and fair informs parents and students of the process and meet high school representatives. The high school articulation counselor, Ms. Rivera schedules appointments as needed with student and parents to assist them in filling out the high school application. All ELLs participate in this program, and Ms. Rivera translates many materials from English to Spanish to these students.

### **Professional Development and Support for School Staff**

As part of the professional development plan for all ELL personnel at the Academy of Public Relations, an ESL consultant will provide workshops that relate to strategies and techniques in teaching ELLs. PDs and assistance from the ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. These monthly PDs will assist the staff in completing the minimum 7.5 hours of ELL training. The Assistant Principal, bilingual teachers, subject area teachers, paraprofessionals, guidance counselor, Special



Education teachers, and parent coordinator are invited. The ESL Coordinator keeps records of ELL training attended by staff inside and outside the school. The records include sign-in sheets and agendas, and they are kept in the school's ELL Compliance Binder.

In addition, Ms. Paulino is leading a Professional Development study group focused on ELL teaching practices. Such workshops are essential because most content area teachers teach ELLs, and they would build skills and learn techniques to provide linguistic and cognitive support for English Language Learners (ELLs). In addition, these workshops would improve cross-cultural understandings and validate the cultural identity of English-language students. Subject-area teachers and special education teachers are invited to participate in this study group.

**Parental Involvement**

The Academy of Public Relations ensures that all parents of ELLs are well informed of ELL policing. Upon entering the NYC school system for the first time, parents of ELLs are provided with a parent orientation in their native language. In this meeting, parents learn about their rights and options as a parent of an ELL, as well as assessments, state standards, and school expectations and policies. This orientation is designed to establish communication systems with the parents. The orientation session is held once in the Fall and Spring, and additional orientation sessions will be held throughout the school year as needed upon new admissions of ELLs in the schools. In addition, parents are provided with the ESL program materials provided by the DOE in their native language. Additionally, to be aware of the needs of the parents, the school evaluates the surveys and feedback received at PTA meetings. In order to address their needs, the school organizes parental workshops are based on the requests of the parents.

**Assessment Analysis**

The 2009 NYSESLAT data reveals that there are more Beginner ELLs in the Academy of Public Relations. However, while many of the ELLs scored proficient in the listening/speaking modality, most of them received a Beginner-proficiency score in the reading/writing modality. On average, the English Language students scored at least ten points higher in the speaking section than in the listening section, and 60 percent of this population scored higher in the reading section than in the writing section.

**NYSESLAT Modality Analysis**

<b>Modality/Aggregate</b>	<b>Proficiency Level</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
Listening / Speaking	Beginner	4	2	1
	Intermediate	4	9	8
	Advanced	8	14	12
Reading / Writing	Beginner	5	9	13

	Intermediate	10	7	8
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	Advanced	1	9	2
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ESL instruction in the Academy of Public Relations is heavily based on these findings. Since the NYSESLAT data demonstrates that ELLs need reinforcement in reading and writing. As such, the ESL teacher focuses on building vocabulary and reading comprehension. ELLs will be required to complete weekly vocabulary quizzes and monthly literature units. The ESL teacher will also present a manifold of lessons and activities that improve English writing skills. Students will be instructed in English grammar, mechanics, and conventions, and they will be required to complete many writing assignments, which will be compiled in an English-language writer's portfolio.

**NYS ELA Scores among ELLs**

Grade	Level 1	Level 2	Level 3	Level 4	TOTAL
6	0	7	1	0	18
7	0	16	3	0	19
8	2	15	1	0	18

**NYS Math Scores among ELLs**

Grade	Level 1	Level 2	Level 3	Level 4	TOTAL
6	5	3	9	0	11
7	5	7	7	0	19
8	2	3	7	0	11

In addition, targeted intervention programs have been put in place at the Academy of Public Relations for ELLs in Math and ELA. They include the Extended Day program and Read 180. These programs are offered in English.



**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) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

**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.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
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<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		



### **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**

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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.

All parents of newly enrolled students complete a Home Language Survey and an informal oral interview in English and in the native language, which assist the school in determining the primary language spoken by each parent and whether the parent requires language assistance to communicate effectively with the Department. This information is recorded in Home Language Surveys. In addition, the data is entered into the ATS system and reports can be generated with the designation of different languages spoken within the building.

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.

The results of our needs assessment is as follows: there are 65 Spanish-speaking students and 1 Sinhala for a total of 66 students. These parents require written translation and oral interpretation. This information is shared with the community through the Annual School Report Card on the DOE site in the Statistics site.

#### **Part B: Strategies and Activities**

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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.



All centrally issued letters and notices are translated into the needed language, and they are downloaded, copied, and sent to parents. All school notices that need to be translated are sent to the Department of Education Translation Service or are translated by in-house school staff. We have teachers fluent in Spanish. Telephone contact is made with parents using these staff members as needed. The ESL teacher, Parent Coordinator, and Guidance Counselor are fluent in Spanish.

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.

Oral interpretation services are provided in Spanish by in-house staff. The ESL teacher, Parent Coordinator, and Guidance Counselor are fluent in this language. During PTA meetings, articulation meetings, and/or workshops, we hire staff members to do translations. Private contractors are also used. Department of Education translation services via telephone translators are used when necessary during the school year.

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>.

Each school and office shall, consistent with this regulation, provide translation and interpretation services to all parents who require language assistance in order to communicate effectively with the Department. Additionally there is a regular and timely provision of translated documents through existing resources or the Translation and Interpretation Unit. These documents include the Parent Bill of Rights, interpretation notice signs, and safety plan procedures, which are provided in English and the parent's native language. There is a timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. The Academy of Public Relations provides parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's health, safety, legal or disciplinary matters, and entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.







**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:	\$233,534	\$71,359	\$304,893
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,333	\$714	\$3,047
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$11,677	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$23,353	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 89.4%

6. If the percentage of high quality teachers during 2008-2009 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 school continues it's strive for 100% highly qualified teachers. During yearly teacher recruitment, this is one of the top priorities when attempting to fill a vacancy. All teachers are offered and participate in professional development throughout the school year, which is in alignment with the school's professional development plan. Further, there is official as well as unofficial teacher mentoring from veteran teachers to help newer teachers improve their craft.

\* 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.

***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.

## **Part C: TITLE I 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.



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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - Are consistent with and are designed to implement State and local improvement, if any.
  
3. Instruction by highly qualified staff.
  
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.
  
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  
6. Strategies to increase parental involvement through means such as family literacy services.
  
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.



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.
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.
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.

## **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.

**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" <sup>1</sup> 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 <sup>2</sup> 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				\$233,534		
Title I, Part A (ARRA)	Federal				\$71,359		
Title II, Part A	Federal				N/A		
Title III, Part A	Federal				\$15,000		
Title IV	Federal				N/A		
IDEA	Federal				\$67,331		
Tax Levy	Local				\$1,013,893		

#### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

<sup>1</sup> **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.

<sup>2</sup> **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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.

**TEMPLATE - MAY 2010**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance 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. 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:
  - 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:** SINI Improvement (Year 1) Comprehensive    SURR<sup>3</sup> Phase/Group (If applicable):

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### **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.

ES/MS Improvement (Year 1) Comprehensive. All students Hispanic Economically Disadvantaged LEP SWD

The identified students who are currently in APR in the sub groups of Hispanic Economically Disadvantaged, Limited English Proficient and students with disabilities, did not meet the AYP in ELA. Students who fell into this category had greatest difficulty on the New York State ELA Exam specifically with comprehension, vocabulary, and reading fluency, and writing skills in the constructive responses.

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.

External School Curriculum Audit (ESCA)

The identified students will be targeted for Extended day, AIS, afterschool and Saturday programs. Further, SES programs will be available for all students. The Extended day groups and AIS are grouped by skills set deficiencies.

### **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.

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<sup>3</sup> School Under Registration Review (SURR)

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

Highly qualified teachers will be programmed to mentor teachers who are not considered highly qualified during the school day. These mentors will be assisting in the class along with the mentee's as well as debriefing with them. In addition, teachers will participate in weekly team and departmental planning. Teachers who are not highly qualified will also receive support from CFN network.

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.

Parents will be notified by mail and be invited to attend an informational question and answer meeting at the school.



**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.

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

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### **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.) **6**
2. Please describe the services you are planning to provide to the STH population.

At the time of admission/registration, all biographical information is entered on ATS. Parent will update new locations and the school secretary enters it immediately. All students who live in temporary housing are discussed during the weekly attendance team meetings. Interventions are discussed and ways to implement the interventions are devised. The student Attendance Liaison Committee monitors these students. The guidance counselor keeps track of students living in temporary housing who attend school and provides these students with interventions and support services, such as counseling, parent meetings, and outside resources. This staff person will be the STH School-Based Liaison in the school. The school secretary will provide the Student Residency Questionnaire to families of all newly enrolled students and any student who changed addresses during the school year. A housing status category will be entered into ATS (student's bio page/BIOU) for every student in the school. The main office will have English and Spanish McKinney-Vento posters (which inform parents

and students of their rights under the McKinney-Vento Homeless Assistance Act) . All students residing in temporary housing will be Title I eligible. We will also set aside Title I funds to support the needs of the STH population.

**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**

<b>School Name:</b>	Academy of Public Relations						
<b>District:</b>	7	<b>DBN:</b>	07X29	<b>School</b>		320700010298	
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K		3		7	v	11
	K		4		8	v	12
	1		5		9		Ungrade
	2		6	v	10		
<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	0	0	0		88.6	89.3	89.9
Kindergarten	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 1	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	0	0	0		94.5	90.8	87.5
Grade 3	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 4	0	0	0	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	0	0	0		92.5	98.5	95.1
Grade 6	84	62	84	<b>Students in Temporary Housing - Total Number:</b>			
Grade 7	87	83	75	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	106	79	88		2	14	12
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		16	17	11
Grade 12	0	0	0	<b>Special Education</b>			
Ungraded	0	1	0	<b>Suspensions (OSYD Reporting) - Total Number:</b>			
Total	277	225	247	<i>(As of June 30)</i>	2007-	2008-	2009-
					122	99	63
				Superintendent Suspensions	9	11	7
				<b>Special High School Programs - Total Number:</b>			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
				<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>			
<i>(As of October 31)</i>	2008-	2009-	2010-	<b>Number of Staff - Includes all full-time staff:</b>			
# in Transitional Bilingual Classes	41	68	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		21	24	24
# receiving ESL services only	0	11	TBD	Number of Teachers			
# ELLs with IEPs	1	35	TBD	Number of Administrators and Other Professionals	8	7	5
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	3

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	16	10	22	% fully licensed & permanently assigned to this	100.0	100.0	95.7
				% more than 2 years teaching in this school	4.8	33.3	58.3
				% more than 5 years teaching anywhere	23.8	37.5	50.0
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		57.0	63.0	83.3
American Indian or Alaska Native	0.0	0.4	0.0	% core classes taught by "highly qualified" teachers	90.7	88.7	93.8
Black or African American	22.0	21.8	20.6				
Hispanic or Latino	77.3	76.9	79.4				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	0.7	0.4	0.0				
<b>Male</b>	46.2	48.4	54.7				
<b>Female</b>	53.8	51.6	45.3				

**2009-10 TITLE I STATUS**

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

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

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

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	X	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				

Ethnicity							
American Indian or Alaska Native							
Black or African American		v	v	-			
Hispanic or Latino		X	v				
Asian or Native Hawaiian/Other Pacific							
White		-	-	-			
Multiracial							
Students with Disabilities		vsh	vsh	-			
Limited English Proficient		vsh	v				
Economically Disadvantaged		v	v				
<b>Student groups</b>		5	6	1			

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	65.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.8	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	6						

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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

**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	District <b>07</b>	School Number <b>298</b>	School Name <b>A. P. R.</b>
Principal <b>Amy Andino</b>	Assistant Principal <b>Barry Marks</b>		
Coach	Coach		
Teacher/Subject Area <b>Cynthia Paulino / ESL</b>	Guidance Counselor <b>Matilde Vasquez</b>		
Teacher/Subject Area <b>type here</b>	Parent		
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jossie Santisteban</b>		
Related Service Provider <b>Mary Santana</b>	Other <b>Eliza Vega / Data Specialist</b>		
Network Leader <b>Marina Cofield / Megan Roberts</b>	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	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions		Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

**C. School Demographics**

Total Number of Students in School	<b>251</b>	Total Number of ELLs	<b>81</b>	ELLs as Share of Total Student Population (%)	<b>32.27%</b>
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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.

#### ELL IDENTIFICATION PROCESS

All parents/guardians of newly enrolled students complete a Home Language Survey to help the school identify students with limited English language proficiency. In order to complete the interview in English and in the native language, a certified teacher who speaks the parent/guardian's native language provides assistance as they complete the survey on school grounds. Once potential ELLs are identified, the ESOL teacher administers the Revised Language Assessment Battery (Lab-R) within the first ten days of enrollment. This test determines whether students are entitled to English-Language services and informs the ESOL teacher of the proper placement of ELLs in an English-language group. After a student is identified as an ELL by the Lab-R, his/her parents are informed of their child's status as an ELL and are invited to a Family Orientation Meeting in the South Bronx Academy for Applied Media. In this meeting, parents/guardians learn about the three English-language program choice (Transitional Bilingual, Dual Language, and Freestanding ESL) offered in NYC public schools and English-language programs available at the South Bronx Academy for Applied Media. Also, they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey and Program Selection forms. Since families complete these forms on school grounds during this mandatory Family Orientation meeting, the school ensures the proper return of these forms by parents of ELLs. A Family Orientation meeting is held in the Fall and Spring for all parents/guardians of ELLs to attend. If the dates and times of these general orientations are not convenient for the parent/guardian, then the ESOL teacher schedules an individual Family Orientation Meeting at the parent/guardian's convenience. Entitlement letters are mailed to the parents/guardians of ELLs before the first parent/teacher conference of the school year. The parents/guardians of newly entitled ELLs receive their entitlement letters within the first ten days of initial enrollment.

#### PARENT CHOICE

After reviewing the Parent Survey and the Program Selection forms, the majority of the parents of ELLs have opted for an ESL program in the past three years. The program model offered at the South Bronx Academy for Applied Media is aligned with the parent requests. To build alignment between parent choice and the program offered by the school, the ESOL teacher closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is created to comply with the parents' request.

## 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							2	2	2					6
<b>Dual Language</b> (50%:50%)														0

<b>Freestanding ESL</b>														
<b>Self-Contained</b>							1	1	1					3
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	3	3	3	0	0	0	0	9

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	24
SIFE	15	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	19

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>	42	13	4	14	1	8	13		12	69
<b>Dual Language</b>										0
<b>ESL</b>	2			4			6			12
<b>Total</b>	44	13	4	18	1	8	19	0	12	81
Number of ELLs in a TBE program who are in alternate placement:										

**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							24	28	28					80
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
<b>TOTAL</b>	0	0	0	0	0	0	24	28	28	0	0	0	0	80

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

<b>Dual Language (ELLs/EPs) 9-12</b>										
<b>Number of ELLs by Grade in Each Language Group</b>										
	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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

<b>This Section for Dual Language Programs Only</b>	
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):

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

## 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.

In the Academy of Public Relations, we offer two English-language programs to our ELLs: a Transitional Bilingual Program (TBE) and a freestanding ESL pull-out program.

The TBE program is composed of a total of 6 classes. Six classes participate in the TBE program. There is one general education TBE class and one bilingual special education class in each grade. Students enrolled in bilingual special education classes are entitled as per IEP. General education TBE students receive ESL services in a homogenous model two periods daily in an ESL/ELA course, which features ELA instruction via ESL teaching methodologies. Students are grouped by their English-language proficiency level, as indicated by their LAB-R or NYSESLAT score. In addition, these ELLs participate in a weekly listening/speaking course, which supplements their ESL/ELA class. Many of the ELLs scored poorly in the writing section of the NYSESLAT. Therefore, a writing-across-the-disciplines approach is used to improve the students' writing abilities in all subjects. Programming clusters cohorts of ELLs with the same native language background. As such, students can access content in their content classes (Science, Math, Social Studies, etc.) by interacting with each other despite varying levels of language proficiencies. The program provides grade curriculum level content area instruction in the native language and in English in accordance with the CR-Part 154, Aspira Consent Decree, and the Language Allocation Policy of New York City. Full certified and highly qualified Bilingual Education teachers (both general education and Special Education) allocate English and the students' native language in the following format:

- Beginners - NLA 60% and English 40%
- Intermediate - NLA 50% and English 50%
- Advanced - NLA 25% and English 75%

Since all of the students speak Spanish in the TBE program, native language support is provided with bilingual dictionaries, Spanish-language libraries, technology enrichment in the native language, and a buddy system. In the Academy of Public Relations, ELLs receive instruction in English and Spanish in the following content areas: Science, Math, and ELA. New concepts are typically taught in the native language and reinforcement is done in English. ELLs are given the opportunity to use the typical "language," or vocabulary, and discuss concepts in their own words in English or their native language. In addition, native language resources (libraries, texts, technology, primary resource materials) are available in most classrooms to accelerate learning. Content area teachers provide grade-level academic work in

the student's native language so that the student maintains academic progress, as well as English to develop academic English language. Furthermore, teachers regularly review student performance data and design units of study that meet the diverse needs of students and target grade-level course standards. In all core subject areas, teachers use a variety of scaffolding and ESL instructional strategies when teaching ELLs. Furthermore, resources used correspond to ELLs' ages and grade levels.

The pull-out model has 3 homogeneous groups (Beginner, Intermediate, and Advanced) at the sixth, seventh, and eighth grade levels. Students are placed in a cluster based on their most recent LAB-R or NYSESLAT scores. These classes receive ESL instruction by a fully certified ESL teacher. Content-area instruction is delivered in English by fully-certified content-area teachers.

As mandated in the New York State CR Part 154, the Beginners and Intermediates receive 360 minutes of ESL instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. English-language instruction is provided by the ELL teacher. Many factors are considered when grouping the scholars, including NYSESLAT scores, LAB-R scores, informal observations, other assessments, academic needs and class curriculum. The size of the ELL pull-out classes ranges from 3 to 15 students, allowing the ELL teacher to differentiate for the students' different learning styles and English-language proficiency levels.

In both programs, all ELLs receive the same rigorous standards-based curriculum as monolingual students and instruction follows the Teacher's College model. The Teacher's College program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program, which features a ninety-minute block. Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some ESL methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

The ELL teacher instructs literature and the English language using ESL methodologies and native language support. In order to make content comprehensible and enrich language development, she presents a plethora of lessons and activities that encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the New York State learning standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning. Common ESL instructional practices include:

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Interdisciplinary learning: An instructional unit is based on a theme built around two or more disciplines. Standards combine context and language learning in meaningful contexts and develop critical thinking skills. Furthermore, the ESL teacher collaboratively works with the bilingual ELA teacher and bilingual Social Studies teacher.
- Cooperative learning activities: Students work together in small groups on a time limited task. Students negotiate and exchange knowledge and experiences while making connections with content and language.

The ESL pull-out program at the Academy of Public Relations uses the Milestones curriculum by Heinle ELT. The series' levels range from Intro to B, and the students are leveled by their 2010 NYSESLAT or Lab-R scores. Students in the bilingual program use the Scott Foresman ESL curriculum, which are leveled by grade. Both of these curriculums provides standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs.

Native language support is provided in the bilingual program. The ESL and bilingual content-area teachers sometimes use Spanish, a dominant language among ELLs, to clarify some points. The students are encouraged to use their native language for specific purposes, such as clarification or questioning. ELLs are provided with additional native language support with materials in their native language in the school and ESL class library, as well as the use of bilingual dictionaries in ESL and content-area classes.

In order to differentiate instructions for ELLs, the Academy of Public Relations has several programs in place that provide supplementary support. Read 180 is used to aid reading comprehension. In addition, the Extended Day Program provides students with academic support in small group instruction before school.

Students with interrupted formal education (SIFE) receive additional instructional time before school and during the regular school in the pull-out/push-in Academic Intervention Services (AIS). Similarly, ELLs identified as having special needs also receive AIS. In addition, the SUCCESS tutoring program provides additional academic support three times a week. All mandated services are offered as per their IEP's.

- The newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in

reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.

- The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars' NYSESLAT scores and thus catered to their language needs. Therefore, they receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.
- GPS/ Achieve Now Academy provides APR's overage students with intensive academic intervention in Math and ELA, individual and/or group counseling; monitoring of academic progress, and college and career awareness. The goal is to provide retained students with a structured environment where attention to individual needs and intensive intervention will lead to attainment of graduation requirements. A number of ELLs participate in this program.

## 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?

Targeted intervention programs have been put in place at the Academy of Public Relations for ELLs in Math and ELA. They include the Extended Day program and Study Island. These programs are offered in English.

When ELLs reach proficiency in the NYSESLAT, they continue to be provided with continuing transitional support. They are awarded with ESL mandated New York State testing modifications for two additional years, and they are supplied with bilingual glossaries.

ELLs are afforded equal access to all school programs. As such, the following services are provided to ELLs and monolingual students at the Academy of Public Relations:

- Academic Intervention Services (AIS)  
AIS is implemented during the school day for all levels. Classes consist of less than 15 students, and differentiated instruction is utilized to drive instruction.

- Advisory program  
One of our school attributes is that it has a diverse student population, and we strive to assist ELLs with the process of assimilating into a new culture. Therefore, ELLs and monolinguals are mixed in a small group setting (15:1). Each class meets once a week for the entire school year. Former ELLs also attend. In order to better address the cultural and adolescent need of these students, these classes are organized by grade level. The goals of the Advisory program are to build self-esteem and to work collaboratively to solve personal and academic matters.

- Assessment-based differentiation  
In order to facilitate differentiated instruction, the following assessments are used:

- o NYSESLAT scores
- o LAB-R scores
- o Spanish LAB scores
- o ELL Periodic Assessment
- o Acuity Interim Assessments
- o Common Formative Assessments

- o Content-area tests and quizzes
- o Portfolios
- o NYS ELA test scores
- o NYS Math test scores
- o Teacher observations
- Audio equipment

Audio books and audio interviews are used to provide students with more practice in dialogue and listening, as well as to improve their overall literacy.

- English-taught enrichment classes

English language development is strengthened in Academy of Public Relations through participation in English-taught enrichment classes such as art, computer lab, and physical education. Furthermore, ELLs are free to participate in the school's different extracurricular activities, including baseball team, basketball team, Salsa dance program, and African dance program.

- Technology

Technology is an integral part of many lessons. Several Smartboards are available for instructional purposes, and we have two computer labs where all ELLs receive computer and internet training as they create projects on Power Point, Word, and other programs.

- Extracurricular

The Academy of Public Relations offers a variety of afterschool activities, which are open to all of its students. These activities include an afterschool Dance program, sports intramurals, and a diverse sports program with organized basketball, baseball, flag football, wiffleball, and soccer teams. Many ELLs try out for the competitive sports teams and attend the dance activities.

- Support for School Transitions

To support students who are transitioning from elementary to middle school, the Academy of Public Relations offers its students a bridge program in August. The program includes an orientation to the school's rules, policies, and academic expectations. It features team-building activities, and it culminates in a trip to Grennkil Retreat in upstate New York. A number of ELLs attend this program, and some Spanish-speaking teachers are available to translate.

An extensive high school articulation program is in effect to support students as they transition from middle school to high school. This program focuses on preparing 6th, 7th and 8th grade students for the high school application process and assists students in making well informed choices. High schools of interest and the application process are discussed with all grades during advisory class. Also, a separate parent and student workshop and campus high school fair are offered annually for all 7th and 8th grade students. This workshop and fair informs parents and students of the process and meet high school representatives. The high school articulation counselor, Ms. Rivera schedules appointments as needed with student and parents to assist them in filling out the high school application. All ELLs participate in this program, and Ms. Rivera translates many materials from English to Spanish to these students.

### 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)?

Paste response to questions 1-5 here

### 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.

As part of the professional development plan for all ELL personnel at the Academy of Public Relations, an ESL consultant will provide workshops that relate to strategies and techniques in teaching ELLs. PDs and assistance from the ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. These monthly PDs will assist the staff in completing the minimum 7.5 hours of ELL training. The Assistant Principal, bilingual teachers, subject area teachers, paraprofessionals, guidance counselor, Special Education teachers, and parent coordinator are invited. The ESL Coordinator keeps records of ELL training attended by staff inside and outside the school. The records include sign-in sheets and agendas, and they are kept in the school's ELL Compliance Binder.

In addition, Ms. Paulino is leading a Professional Development study group focused on ELL teaching practices. Such workshops are essential because most content area teachers teach ELLs, and they would build skills and learn techniques to provide linguistic and cognitive support for English Language Learners (ELLs). In addition, these workshops would improve cross-cultural understandings and validate the cultural identify of English-language students. Subject-area teachers and special education teachers are invited to participate in this study group.

### 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?

The Academy of Public Relations ensures that all parents of ELLs are well informed of ELL policing. Upon entering the NYC school system for the first time, parents of ELLs are provided with a parent orientation in their native language. In this meeting, parents learn about their rights and options as a parent of an ELL, as well as assessments, state standards, and school expectations and policies. This orientation is designed to establish communication systems with the parents. The orientation session is held once in the Fall and Spring, and additional orientation sessions will be held throughout the school year as needed upon new admissions of ELLs in the schools. In addition, parents are provided with the ESL program materials provided by the DOE in their native language. Additionally, to be aware of the needs of the parents, the school evaluates the surveys and feedback received at PTA meetings. In order to address their needs, the school organizes parental workshops are based on the requests of the parents.

## 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)							5	9	9					23
Intermediate(I)							14	9	6					29
Advanced (A)							7	7	8					22
Total	0	0	0	0	0	0	26	25	23	0	0	0	0	74

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

	I							2	7	3				
	A							19	8	7				
	P							2	2	9				
READING/ WRITING	B							8	4	9				
	I							14	9	6				
	A							8	7	8				
	P							0	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	16	8	1		25
7	18	4			22
8	15	7			22
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	7	3	13	4	3				30
7	2	12	2	8		1	1		26
8		10	3	11		2			26
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	

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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The 2010 NYSESLAT data reveals that there are three times more Advanced ELLs in the South Bronx Academy for Applied Media than Intermediate ELLs, and there are less than ten Beginners. On average, the scholars scored at least ten points higher in the speaking section than in the listening section, and 60 percent of this population scored higher in the reading section than in the writing section.

ESL instruction at the South Bronx Academy for Applied Media is heavily based on these findings. The NYSESLAT data demonstrates that ELLs need reinforcement in reading and writing. As such, the ESL teacher focuses on building vocabulary and reading comprehension. ELLs will be required to complete weekly vocabulary quizzes and monthly literature units. The ESL teacher will also present a manifold of lessons and activities that improve English writing skills. Scholars will be instructed in English grammar, mechanics, and conventions, and they will be required to complete many writing assignments, which will be compiled in an English-language learning portfolio.

With regard to the ELL Periodic Assessments, the school has learned that most ELLs struggle most with writing, in particular grammar. The ESL teacher provided all teachers with the scholars' scores. Additionally, she will meet with all content area teachers to discuss how to best use this information to enhance instruction.

### Additional Information

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

Paste additional information here

## Part VI. IAP 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		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 07X298**

*All Title I SWP 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:	233,534	71,359	304,893
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,333	714	3,047
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,665	*	
4. Enter the anticipated 10% set-aside for Professional Development:	23,330	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 89.4%

6. If the percentage of high quality teachers during 2008-2009 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 school continues its strive for 100% highly qualified teachers. During yearly teacher recruitment, this is one of the top priorities when attempting to fill a vacancy. All teachers are offered and participate in professional development throughout the school year, which is in alignment with the school's professional development plan. Further, there is official as well as unofficial teacher mentoring from veteran teachers to help newer teachers improve their craft.

\* 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.

**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.

## Part C: TITLE I 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.
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.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

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.
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.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achieve 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.
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.

## **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.

**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" <sup>1</sup> 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 <sup>2</sup> 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	✓			\$233,534	✓	14
Title I, Part A (ARRA)	Federal	✓			\$71,359	✓	14
Title II, Part A	Federal	✓		N/A			
Title III, Part A	Federal	✓			\$15,000	✓	16
Title IV	Federal			N/A			
IDEA	Federal	✓			\$67,331	✓	11
Tax Levy	Local				\$1,013,893	✓	11

<sup>1</sup> **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.

<sup>1</sup> **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:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

– **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title 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.