



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ARTS & MEDIA PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K589

PRINCIPAL: ROBERT HALL EMAIL: RHALL@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|--|--|-----------|
| Robert Hall | *Principal or Designee | |
| Latoya Lebbly | *UFT Chapter Leader or Designee | |
| Kertilde Germain | *PA/PTA President or Designated Co-President | |
| Ellen Garcia | DC 37 Representative, if applicable | |
| Tiffany Bobbsempile Lavante Bacchus | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Christine Butler | Member/Teacher | |
| Opal Morrison | Member/Parent | |
| Kathleen Lazar | Member/Parent | |
| Ms. Lynch | Member/Parent | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

We will increase our Living Environment Regents score by 10% by June 2012.

Comprehensive needs assessment

- There was a 50% passing rate of the Living Environment Regents last year among the students in cohort O. This caused our school to lose points on the NYC DOE Progress Report. Our aim is to receive a grade of A for next year's progress report. To do this, we need to raise the passing rate among the new class of students, cohort P. We will tally the final result by August of 2012.

Instructional strategies/activities:

- a) Teacher will do an item analysis of the past year's Regents exams before the first week of December. Teacher will use data from the analysis to inform future project designs.
- b) As of September, the science teacher is using PBL to improve engagement. Teacher is receiving PBL PD from the New Tech Network.
- c) Teacher will implement Regents-style assessments periodically during each project to determine if students are making a connection between the content in the project and the academic language and inferences proposed in the Regents tasks. This is based on the schedule of projects.
- d) Teacher will be sure to add necessary academic language in the Entry documents and other tasks descriptions to prompt students to inquire about the meaning during their "Need to Know" sessions. This will be the policy beginning in December 2011.
- e) With each project, the teacher will require a literacy task. This task should also require the use of the appropriate academic language.
- f) Administration will program students, who need to pass the Regents, into tutoring sessions throughout the school day. This has been completed in October, 2011. The administration will continue to monitor student attendance at these sessions, plus distribute guides to studying and memorizing.
- g) The school has purchased the services of a science coach to assist in these efforts for 7 sessions.
- h) The Inquiry Team, which meets at least once a month, has taken on this issue and will continue monitoring and revising strategies as the year progresses.

Strategies to increase parental involvement

- a) The school has maintained its Parent Coordinator, who contacts parents regularly about attendance, school meetings, and other issues.
- b) The school supports parents, allowing them to learn more about their child's progress online, technology, and learning strategies. Parents are welcome to receive training on how to use the computer for these purposes.
- c) Teachers provide parents with information regarding their child's progress.
- d) The school informs the parents on NYS standards for graduation, the requirements needed, and where the student needs to accomplish for graduation.
- e) The school informs the parent when it is necessary to provide additional tutoring outside of the regular school day.
- f) The school promotes that there is silent reading time implemented at every home each evening for 30 minutes, and that parents monitor student progress online, and their work to complete projects. We also ask for students to keep a notebook of summaries on topics. Students should review these notes regularly (each night).

Strategies for attracting Highly Qualified Teachers (HQT)

- Current staff is highly qualified. In addition, we use Title I funds to offer teachers, who have in the past taught beyond their license area, to take exams or classes to reach certification. School has a hiring committee that looks at potential candidates to fill any vacancies as they arise.

Service and program coordination

- Several programs used to support students will assist us in helping teachers work on their framework goals – some of these programs include free school breakfast and free/reduced school lunch. We have instituted clubs and support sessions during the school day, and partnered with outside organizations for after-school hours. These programs will support students’ physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) (\$1,763,103) and Title I Funds (\$138,394), to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- We have used Contract for Excellence funds (\$9700) to support coaches for our science teachers.
- We use Title I funds (\$5000) to help pay per-session for additional tutoring for students.
- ARRA RTTT funds (\$4500) are used to support our inquiry team. This team will investigate issues and strategies to improve Regents results.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

We will increase our US History Regents score by 10% by June 2012.

Comprehensive needs assessment

- In our Progress Report, we noted that Living Environment and US History Regents passing rates were lower than other Regents results. Last year, 55% of Cohort N passed the US History Regents exam. We will aim to increase the passing rate for Cohort O by 10%. We will know this by August of 2012.

Instructional strategies/activities

- a) Teacher will do an item analysis of the past year’s Regents exams before the first week of December. Teacher will use data from the analysis to inform future project designs.
- b) As of September, the social studies teacher is using PBL to improve engagement. Teacher is receiving PBL PD from the New Tech Network.

- c) Teacher will implement Regents-style assessments periodically during each project to determine if students are making a connection between the content in the project and the academic language and inferences proposed in the Regents tasks. This is based on the schedule of projects.
- d) Teacher will be sure to add necessary academic language in the Entry documents and other tasks descriptions to prompt students to inquire about the meaning during their “Need to Know” sessions. This will be the policy beginning in December 2011.
- e) With each project, the teacher will require a literacy task. This task should also require the use of the appropriate academic language.
- f) Administration will program students, who need to pass the Regents, into tutoring sessions throughout the school day. This has been completed in October, 2011. The administration will continue to monitor student attendance at these sessions, plus distribute guides to studying and memorizing.
- g) The Inquiry Team, which meets at least once a month, has taken on this issue and will continue monitoring and revising strategies as the year progresses.

Strategies to increase parental involvement

- The school has maintained its Parent Coordinator, who contacts parents regularly about attendance, school meetings, and other issues.
- The school supports parents, allowing them to learn more about their child’s progress online, technology, and learning strategies.
- Teachers provide parents with information regarding their child’s progress.
- The school informs the parents on NYS standards for graduation, the requirements needed, and where the student needs to accomplish for graduation.
- The school informs the parent when it is necessary to provide additional tutoring outside of the regular school day.
- The school promotes that there is silent reading time implemented at every home each evening for 30 minutes, and that parents monitor student progress online, and their work to complete projects. We also ask for students to keep a notebook of summaries on topics. Students should review these notes regularly (each night).

Strategies for attracting Highly Qualified Teachers (HQT)

- Current staff is highly qualified. In addition, we use Title I funds to offer teachers, who have in the past taught beyond their license area, to take exams or classes to reach certification. School has a hiring committee that looks at potential candidates to fill any vacancies as they arise.

Service and program coordination

- Several programs used to support students will assist us in helping teachers work on their framework goals – some of these programs include free school breakfast and free/reduced school lunch. We have instituted clubs and support sessions during the school day, and partnered with outside organizations for after-school hours. These programs will support students’ physical and social emotional needs in order to better facilitate their ability to take advantage of the instructional program we offer.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) (\$1,763,103) and Title I Funds (\$138,394), to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.
- We use Title I funds (\$5000) to help pay per-session for additional tutoring for students.
- ARRA RTTT funds (\$4500) are used to support our inquiry team. This team will investigate issues and strategies to improve Regents results.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

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|--|
| <p>Annual Goal #3</p> <ul style="list-style-type: none">• Our goal is to increase parent participation by 5% in responding to the NYC School Survey for Arts & Media Prep, which is completed by April 2012. |
| <p>Comprehensive needs assessment</p> <p>For the 2010-11 NYC DOE Progress Report, 33% of our parents responded to the Learning Environment Survey. That the city average is higher, we continue to push for an increase in our parent response rate to 38%.</p> |
| <p>Instructional strategies/activities</p> <ul style="list-style-type: none">a) Increase our parent participation in meetings;b) Improve communication to parents, creating a monthly newsletter;c) Bring in helpful organizations to meet with parents on matters that help;d) We will continue to offer computer assistance to parents learning how to access student information;e) Engage parents in fund raising for the school. |
| <p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.• providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children• fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;• providing assistance to parents in understanding City, State and Federal standards and assessments;• maintained a parent coordinator and community assistant (fluent in Spanish) to assist with parent concerns• developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress |
| <p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• This section is not applicable for this goal. |
| <p>Service and program coordination</p> <p>We bring in violence prevention, gang prevention, and higher education organizations to speak with the parents.</p> |
| <p>Budget and resources alignment</p> <p>As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) (\$1,763,103) and Title I Funds (\$138,394), to implement this action plan from Sept. 2011-June 2012 as indicated below:</p> <ul style="list-style-type: none">•Professional instructional materials to support curriculum development during the regular school day.•Consumable instructional materials for use during extended day programs.•Teacher per session (2 days per week) for after school programs and differentiated professional development. |

- Tax Levy funds (\$612) have been made available for the parent coordinator for supplies.
- Title I funds (\$1384) are available for parent involvement activities.
- Tax Levy or Title I funds (\$680) may be used to pay per-session for staff members to speak at parent meetings regarding college preparation, etc.
- Tax Levy funds (\$314) are available to provide translations of documents to parents who speak Spanish or Haitian Creole.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- **To reduce the number of student suspensions from September 2011 to June 2012 by 10% from the previous year of 31, by improving our tone and developing more discipline guidelines, consequences, and guidance.**

Comprehensive needs assessment

- Although our school significantly lowered the number of incidents and suspensions last year from the previous year (2009-10), we would like to see a further drop in suspensions from the 31 suspensions last year, even though we have increase our enrollment by 16%. The data will be calculated from suspensions entered during the school year (September to June). We will show a decrease by 10%.

Instructional strategies/activities

- a) The administration works with teachers and students to develop revised core values. This has been outlined as AMP's PACCT—Professionalism, Active Learning, Critical Thinking, Collaboration, and True Community (Summer 2011),
- b) The administration provided projects and schedule for each teacher to implement in a PBL setting with the students (Sept. 2011),
- c) Administration and dean develop ladder of consequences that are most effective with each student. Every month, the dean meets with the administration to review current strategies and develop new ones to increase effectiveness of guidance interventions and consequences,
- d) At the end of each month, the dean sends an online survey to the staff to determine effectiveness of the month's effort,
- e) Behavioral issues are addressed in regards to the core values—PACCT,
- f) Each month, the administration will review number of suspensions and compare data to last year's results.

Strategies to increase parental involvement

- The school will keep parents informed of student progress in behavioral issues.
- The school will work with parents to offer alternative consequences.

Strategies for attracting Highly Qualified Teachers (HQT)

- This is not applicable for this goal.

Service and program coordination.

- We have participated with Crown Heights Save Our Streets and gang prevention speakers and enroll students in outside organizations.

Budget and resources alignment

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy) (\$1,763,103) and Title I Funds (\$138,394), to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
 - Consumable instructional materials for use during extended day programs.
 - Teacher per session (2 days per week) for after school programs and differentiated professional development.
-
- The school uses Tax Levy funds (\$57,154) to provide the school with a dean.
 - The school uses Tax Levy funds (\$119,231) to provide the school with an AP, who supports the dean in developing more consequences and mediation strategies.
 - Tax Levy funds (\$314) are available to provide translations of documents to parents who speak Spanish or Haitian Creole.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | 27 | 25 | 12 | 6 | | | | |
| 10 | 12 | 8 | 7 | 14 | | | | |
| 11 | 1 | 22 | 27 | 15 | | | | |
| 12 | 8 | 5 | 15 | 25 | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|---|--|
| ELA | Each student may receive tutoring during the school day (2 nd , 3 rd , or 7 th periods). In addition, each student has an advisory, who works with the student daily in advisory and sets goals in a one-on-one meeting for every three weeks. Additional after-school tutoring is available, especially as the Regents exams near. In ELA, students spend 20 minutes a day reading silently (Monday through Thursday). |
| Mathematics | Each student may receive tutoring during the school day (2 nd , 3 rd , or 7 th periods). In addition, each student has an advisory, who works with the student daily in advisory and sets goals in a one-on-one meeting for every three weeks. Additional after-school tutoring is available, especially as the Regents exams near. |
| Science | Each student may receive tutoring during the school day (2 nd , 3 rd , or 7 th periods). In addition, each student has an advisory, who works with the student daily in advisory and sets goals in a one-on-one meeting for every three weeks. Additional after-school tutoring is available, especially as the Regents exams near. |
| Social Studies | Each student may receive tutoring during the school day (2 nd , 3 rd , or 7 th periods). In addition, each student has an advisory, who works with the student daily in advisory and sets goals in a one-on-one meeting for every three weeks. Additional after-school tutoring is available, especially as the Regents exams near. |
| At-risk Services provided by the Guidance Counselor | Guidance counselor provides individual counseling as needed, and oversees the advisory program that provides distributed counseling to all students. Advisories are important to provide student goal setting every three weeks. The counselor personally sees students that have emotional issues that interfere with their learning. Mandated counseling is conducted on both an individual and group basis, depending on the child's needs. Sessions range from 20 to 45 minutes, once a week. The counselor helps students set educational and personal goals for the year and works with them on how to take the appropriate steps towards meeting those goals. |
| At-risk Services provided by the School Psychologist | |
| At-risk Services provided by the Social Worker | |
| At-risk Health-related Services | |

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently toward meaningful learning—PBL, Discussion, and debates;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Groll/Byam | District 18 | Borough Brooklyn | School Number 589 |
| School Name Arts & Media Preparatory Academy | | | |

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

| | |
|--|---|
| Principal Robert Hall | Assistant Principal Ryan Baxter |
| Coach | Coach |
| ESL Teacher Sharon Anderson | Guidance Counselor Iona Williamson |
| Teacher/Subject Area Rachel Friedman | Parent type here |
| Teacher/Subject Area Marisa Gonzales-Hart | Parent Coordinator Rachel Spivey |
| Related Service Provider | Other |
| Network Leader Terry Byam | Other |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 292 | Total Number of ELLs | 10 | ELLs as share of total student population (%) | 3.42% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

Part II: ELL Identification Process

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

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

1. Possible ELL students are initially identified through their previous enrollment in ESL services, through parent involvement, the home language preference, and/or scores on initial diagnostic tests. We also administer the Home Language Identification Survey (HLIS), which includes the informal oral interview in English and in the native language--we have staff members fluent in Spanish and Hatian Creole to translate, and the formal initial assessment. Our certified ESL teacher and coordinator, Sharon Anderson, is responsible for this initial screening, administering the HLIS, the LAB-R in their native language if it is determined that they do not have any literacy skills in English (if necessary, or in) or in English if they possess some skills, and the formal initial assessment. She also annually evaluates ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) according to regulations. We check student eligibility through ATS jobs RLAT and RLER. Each eligible student takes all four components of the NYSESLAT, which are administered according to the timeline released to the schools.
2. To ensure that all parents understand the three ELL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) offered by the NYC DOE, the school will communicate with each applicable parent within 5 days after receiving the results of the student's LAB-R test. Each parent will receive instruction by Sharon Anderson (ESL Teacher) and an opportunity to view the video that explains the 3 forms of service, which is available in different languages. The school will communicate via phone, email, and/or postal service with the parent and set up an appointment that is beneficial to the family within 10 days of receiving the results. Pedagogues, who speak Spanish or Hatian Creole can make the contact with the families. The LAP Team will be ready to offer this instruction "on the spot" once a parent comes into the school for any other reason. All parent-related documents can be found in the ELL Parent Information Case. Currently, we do not have a TBE or DL program, but should we implement one, we will notify the parents by letter in their native language of the three different options.
3. Once a family enrolls its child into our school, the parent or caregiver is provided a Home Language Survey within 10 days to determine if the student requires language services. To ensure that all program selection forms are returned to the school, the LAP Team will try to receive the results as the parent is in the school. If the parent cannot provide the selection immediately, then we will schedule with the parent a time frame (within 10 days) how and when we will receive the choices. We will provide the parent a self-stamped, addressed envelope to ease the process. Sharon Anderson (ESL Teacher) will file all documents in room 415, and she will send entitlement letters both home with the student, and a copy sent via mail to the home. A follow-up phone call will be made to confirm receipt.
4. Students are placed into ESL instructional programs through consultation/communication with parents in their native language. We have staff members who speak Spanish and Hatian Creole, the most common second languages in this community. ELLs are programmed by the LAP team according to their grade level and required minutes of service per week as outlined in CR Part 154. Entitlement letters and all other records will be kept in a locked file cabinet in room 415.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice that parents have requested is Freestanding ESL. All parents have requested the Freestanding ESL.
6. Program models offered at our school are aligned with parent requests. As our ELL population grows, we will continue to monitor parent preference and input to structure and/or restructure our program and grow our faculty accordingly.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

| | | | |
|--|--------------------------------------|-------------------------------------|-------------------------------|
| Transitional bilingual education program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |
| Dual language program | Yes <input checked="" type="radio"/> | No <input checked="" type="radio"/> | If yes, indicate language(s): |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 10 | Newcomers (ELLs receiving service 0-3 years) | 3 | Special Education | 5 |
| SIFE | 0 | ELLs receiving service 4-6 years | 4 | Long-Term (completed 6 years) | 3 |

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

| | ELLs by Subgroups | | | | | | | | | Total |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|-----------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 3 | 0 | 0 | 4 | 0 | 3 | 3 | 0 | 2 | 10 |
| Total | 3 | 0 | 0 | 4 | 0 | 3 | 3 | 0 | 2 | 10 |

| ELLs by Subgroups | | | | | | | | | | |
|--|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|--|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | | |
| All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total | |
| Number of ELLs in a TBE program who are in alternate placement: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

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

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

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| | | | | | | | | | | |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. We use a combination of Push-In [Co-Teaching] and Collaborative models in a Heterogeneous program for content-area classes. For Advisory classes and Pull-Out sessions, we use and Ungraded, Heterogeneous program.
2. Advanced students are placed with an ESL teacher for their Advisory class which meets every day for a total of 280 minutes of service per week. However, our current Advanced ELL benefits from additional minutes of service through our Push-In/Collaborative model in his content-area classes; including ELA. Intermediate students are also placed with an ESL teacher for Advisory, in addition to receiving 125 to 305 minutes of Push-In/Collaborative services per week in Math, Social Studies, Science and ELA for a total of 420 to 585 minutes. Beginning students receive the same services as an Intermediate with the addition of one Pull-Out session and one Tutoring session per week for a total of 585 minutes of service per week. NLA instructional minutes are included in Advisory, Pull-Out and Tutoring sessions.
3. Content areas are delivered in the target language (English). The ESL Push-In teacher services students in each content area throughout the week. This ensures that the students receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, and support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music, translation technology, on-line tools, differentiated products and so on are used to make material comprehensible. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level.
4. We have native speakers in Spanish and Haitian Creole (two languages prominent in our area) who can also work with ELLs to determine their home language ability and assist.
5. Newcomers to our school will be provided with an informal orientation to the ESL program and the student's advisor. Lines of communication will be established between the home and school, with the advisor serving as the liaison. The student will be encouraged to participate in our after-school programs that are geared to improve language skills. All students will be provided a number of assessments—ISA ELA and Math Assessments, AMP School-wide Assessments, and Ed-Performance Assessments, aside from the AMP Interim Assessments that involve class work assessments. SIFE students will be provided more scaffolding, more concrete examples, test, task, and reading modifications. Students would be assigned extra instructional time in 7th period. Students receiving ESL services 4 to 6 years will receive individualized assessment to determine their literacy level--looking at decoding, grammar, fluency, comprehension, vocabulary, etc. We provide additional services to provide instruction in these specific areas during our 7th period.

A. Programming and Scheduling Information

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

Beginning and Intermediate English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the student receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic

language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music and so on are used to make material comprehensible. Students also use a variety of technology and differentiated products for learning. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level.

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

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

6. The ESL teacher encourages students to offer bilingual support to each other to explain and clarify new ideas and concepts in the native language. She also helps students build background knowledge before teaching lessons through use of pre-reading questions and prompts to link students' past experiences with the new information that will be taught. A number of pre-determined key phrases or content area vocabulary and concepts are taught in context using visuals and realia before the lessons to help students access the new information. Students are provided with written as well as aural messages. Content area reading materials are modified or translated in students' native language to meet the literacy and language proficiency of students. Supplementary materials such as charts, graphs, pictures, illustrations, realia, manipulatives, multimedia, and demonstrations by the teacher are used to promote comprehension. Graphic organizers assist students in representing information visually as well as organizing, summarizing and interpreting information for better understanding. To further their comprehension of the content, students are given instructions and explanations of the task in clear, step-by-step manner. Additionally, engaging students in a variety of question types and Q&A based on the level of Blooms Taxonomy have been beneficial in promoting critical thinking and comprehension skills. Frequent opportunities for interactions supported by cooperative groups, buddies, pairs, and small groups have encouraged higher level thinking skills to help increase academic language and content area objectives. Furthermore, students are given multiple opportunities to demonstrate their understanding with developmental appropriate hands-on materials or manipulatives and differentiated activities to demonstrate their learning and knowledge of concepts. All content area activities integrate all language skills: reading, writing, listening and speaking. The ESL Teacher collaborates with the SpEd teachers in the classroom, but also in weekly PD meetings where they may review IEPs, look at student work and teacher plans for the upcoming projects.

7. One way learning is differentiated for ELLs, is through the development of learning goals that address students' needs in each subject area based on analysis of student literacy, language development and academic assessments. Articulation between the classroom teacher and the ESL teacher will ensure ELL students receive instruction aligned with the Common Core Standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate and co-teach lessons content, specific skills and strategies that meet students' needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), group projects, small group and individual instruction, pre-teaching vocabulary, use of technology, modified and adapted reading materials, videos, graphic organizers, visuals, realia support, manipulatives, to scaffold and support new learning. Further differentiation is based on language proficiency and development. For

A. Programming and Scheduling Information

example, for beginners, ESL instruction focuses on the acquisition of social and academic language. Assignments are modified for these students using word banks, picture cues and concept maps. The ESL teacher and classroom teacher meet frequently to monitor progress for

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | |
|-------------------------------|--|--------------|----------|
| 100% | With the small population of ELLs (10), all ELLs are in classes with students requiring or not requiring IEPs. | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| Native Language Usage/Support | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| Native Language Usage/Support | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

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14. In our Freestanding ESL program, native language is addressed and supported in Advisory, Pull-Out and Tutoring sessions, as well as when needed in Push-In content-area courses, through the use of native language texts and novels, google.es and online native language translated texts.

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

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

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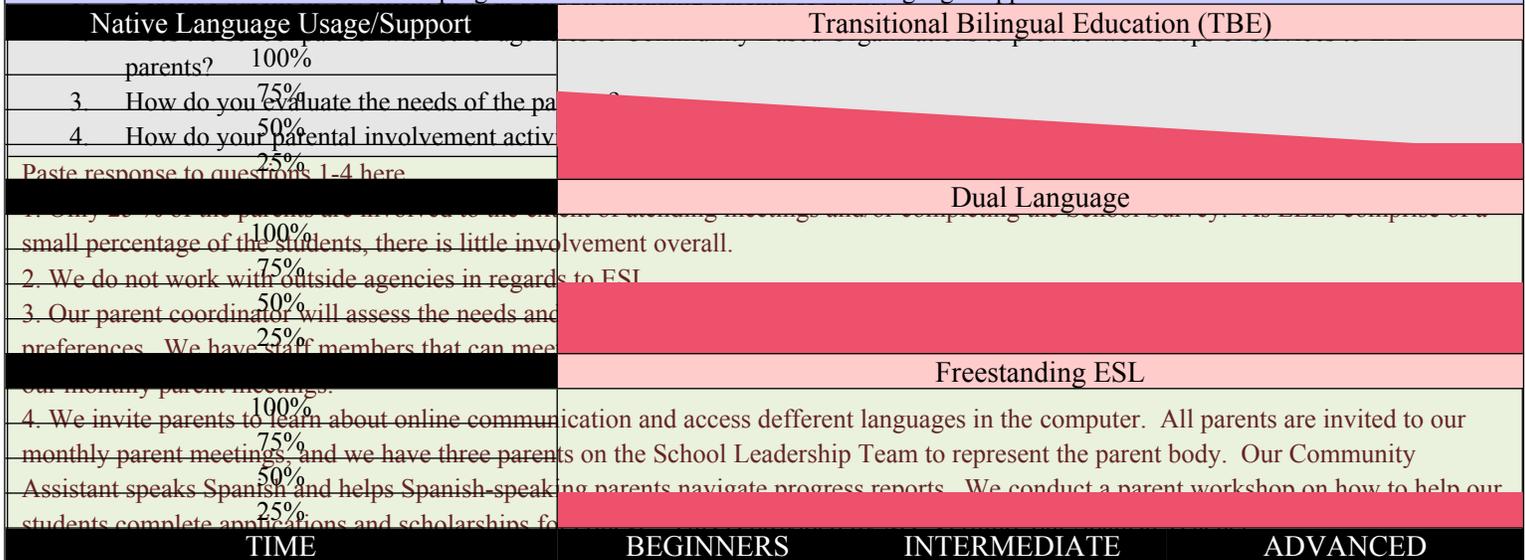
1. The plan for professional development for ELL personnel is ongoing and will include: attending workshops and conferences, weekly PD meetings (every Friday from 1:45 to 3:40 PM) to provide teachers, administrators and Support Staff with information on assisting our ELL population with assessment and instructional strategies, collaboration with teachers of Math, Science, Social Studies, English on increase differentiation of instruction for ELLs, improving research-based strategies and to reinforce the development of reading, writing, listening and speaking skills in their classrooms. We also provide PD to the intire staff to inform them of procedures involving ESL.

2. All teachers receive PD on a weekly basis, and all incorporate literacy tasks with each project. These literacy tasks with student work are assessed weekly, and the ESL and SpEd teachers interject how to better reach ELLs and students with learning disabilities.

3. Professional development for teachers in all subject areas is focused on integrating ESL methodologies and support for students' language development in addition and including a variety of way to intergrate the cultural backgrounds of students to link background experiences and knowledge to new information, using the student's first language to support learning and acquisition of the second language, understand that conversational English (BICS) is not the same as academic English (CALPS) and how to effectively involve students' families and communities in education.

Native Language Usage and Supports

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



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

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?
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1. Only 25 % of the parents are involved to the extent of attending meetings and/or completing the School Survey. As ELLs comprise of a small percentage of the students, there is little involvement overall.
2. We do not work with outside agencies in regards to ESL.
3. Our parent coordinator will assess the needs and provide a translator if desired. We have parent surveys that alert us to parent preferences. We have staff members that can meet and discuss with the parents when they come to the school. All parents are invited to our monthly parent meetings.
4. We invite parents to learn about online communication and access different languages in the computer. All parents are invited to our monthly parent meetings, and we have three parents on the School Leadership Team to represent the parent body. Our Community Assistant speaks Spanish and helps Spanish-speaking parents navigate progress reports. We conduct a parent workshop on how to help our students complete applications and scholarships for college. This is provided by Ms. Vertullo, our Spanish Teacher.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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Additional Information

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

Paste additional information here

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Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| | P | | | | | | | | | | 0 | 0 | 0 | 0 |

NYS ELA

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

NYS Math

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

NYS Science

| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Integrated Algebra | 2 | 1 | 2 | 0 |
| Geometry | 0 | 0 | 0 | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |

New York State Regents Exam

| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | English | Native Language | English | Native Language |
| Biology | | | | |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 2 | 1 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 2 | 1 | 1 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| Foreign Language | 1 | 0 | 1 | 0 |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

Native Language Tests

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

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

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

Paste response to questions 1-6 here

We use past assessments--NYSELATs, Middle School scores, our own periodic assessments, and one-on-one work to evaluate each ELL. Most students of our small population are doing well, especially in earning credits. They struggle a bit with standardized exams. Two students have difficulty progressing in reading and writing, and for most students, this is the area they lag behind. Of our ELL population, 50% also have an IEP, having additional disabilities.

Reading and writing need more of our focus. We are implementing more reading opportunities and resources. Students practice all modalities in our debate program, required by all students. Our Inquiry Team is targeting why students fail the Regents Exams, and more attention will be devoted to the ELL progress in this arena as well.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: <u>Arts & Media Prep</u> | | School DBN: <u>18K589</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Robert Hall | Principal | | 11/28/11 |
| Ryan Baxter | Assistant Principal | | 11/28/11 |
| Rachel Spivey | Parent Coordinator | | 11/28/11 |
| Sharon Anderson | ESL Teacher | | 11/28/11 |
| | Parent | | |
| Rachel Friedman/ELA | Teacher/Subject Area | | 11/28/11 |
| Marisa Gonzales-Hart/Math | Teacher/Subject Area | | 11/28/11 |
| | Coach | | |
| | Coach | | |
| Ilona Williamson | Guidance Counselor | | 11/28/11 |
| Terry Byam | Network Leader | | 11/28/11 |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 18K589 **School Name:** Arts & Media Preparatory Academy

Cluster: 4 **Network:** 404

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

Part A: Needs Assessment Findings

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

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

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

All families are capable of understanding English; however, we find it useful to provide translation help with our staff in a few cases. Staff members are speakers and writers of Spanish and Haitian Creole.

Part B: Strategies and Activities

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

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

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

We have in-house staff to assist in oral translations services in Spanish and Haitian Creole.

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

- A. We are posting the Bill of Rights, and sending a copy of the document in English, French, and Spanish to each family's email account (we have this established).
- B. The Welcome poster will be placed in the office of the Parent Coordinator and the Main Office.
- C. We will post signs in different languages that ensure non-English speaking parents will be able to reach the administrative offices.