Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PROFESSIONAL PERFORMING ARTS SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M408

PRINCIPAL: KEITH RYAN EMAIL: KRYAN5@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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
Keith Ryan	*Principal or Designee	
Sara Pourghasemi	*UFT Chapter Leader or Designee	
Wade Watson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Melinda Jules Mia Dechario	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Hassan Blandford	CBO Representative, if applicable	
Chuck Vassallo	Member/CSA	
Tamara Jaffe	Member/UFT	
Open Position	Member/UFT	
Sheryl Lieberman	Member/PTA	
Zina Mingo	Member/PTA	
Nicki Schilling	Member/PTA	
Mike Montemurro	Member/PTA	

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

- PERCENTAGE IMPROVEMENT IN REGENTS MATH SCORES via instructional improvements in math, specifically using new technologies as a vehicle for learning math. Mean will rise by 2 points in lower half of performers from 2010 numbers. The 2011 numbers were slightly lower. In raw numbers the June 2010 mean for the lower half of performers in the Algebra regents was 69.1. Our goal is to change this number from 69.1 to 71.9 for this targeted group.

Comprehensive needs assessment

- The mean for our lower half of performers on the June 2010 Algebra regents was 69.1
- Our goal is for there to be a change from 69.1 to 71.9 by June 2011 for the bottom half of the participants. This will be based on approximately 51 participants students, compared to last year's 48 participants in the lower half group. All 10th graders take the test in June.
- Interim assessments will provide benchmarks and help us assess our implementation of using teaching strategies with technology in math classes.

Instructional strategies/activities

An inquiry team has been developed to achieve this goal.

- The team will analyze various assessments: in class formative data, class quizzes and tests, interim standardized tests, and ultimately the regents, to identify areas that need growth and how to best implement new technologies to support these areas.
- Classroom strategies will be implemented based on on-going assessments and the work of the inquiry team, especially technological supports.
- The math classrooms will be supported in these implementation by funding and PD supports in place at the school.

Strategies to increase parental involvement

- 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)
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- The program is currently staffed 100% by highly qualified pedegogues.
- All teachers directly or indirectly involved with the instructional strategies aligned with this goal will participate in professional development and support through our PD Plan which is primarily classroom visitation in the Learning Walk model. All teachers have regular opportunity to observe models and be given support instructional strategies in non-evaluative structures (Learning Walk feedback session, subject area team meetings, professional development presentations and outside of school visiting opportunities.

Service and program coordination

- Fully integrated RTI program accessible to all students, staff and parents.
- Use of CBO which offers community tutoring services.

Budget and resources alignment

- FSF for assigned mathematics staff and support: $73,210 X 3
- ARRA RTTD Data Specialist, per session: $1000

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

- The June 2010 mean score on the Global Regents exam of 63.7% will increase to 65% by June 2012. There was a small lowering of the mean in 2011 so we are maintaining the higher goal based on the 2010 numbers.

Comprehensive needs assessment

Strategies in social studies instruction, in particular its relationship with writing and research, require improvement.

- The goal will provide the impetus for our social studies team to look closely at the Common Core Standards for English Language Arts and communication effectively with our ELA staff to establish recommendation and implement instructional improvements in the social studies curriculum.
- Raising the mean score from 63.7% to 65% on the Global Regents is a partial continuation of a 2011 goal. We did not meet the goal and therefore will continue to modify and improve preparation in the 2012 school year.

Instructional strategies/activities

- Social Studies and English Language Arts pedagogues will meet together in departmental meetings at least once a month to establish an improved support system for reading, writing and research in the social studies curriculum.
- This combination of English and Social Studies staff will mimic the inquiry process and record information that will include team minutes, team findings, team conclusions, recommendations and an assessment of the implementation and success rate of the instructional modification. The effectiveness of the instructional modifications will be measured by school and city level tests with the ultimate goal measured by the Regents exams in Global Studies.

Strategies to increase parental involvement

- 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)
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- The program is currently staffed 100% by highly qualified pedegogues.
- All teachers directly or indirectly involved with the instructional strategies aligned with this goal will participate in professional development and support through our PD Plan which is primarily classroom visitation in the Learning Walk model. All teachers have regular opportunity to observe models and be given support instructional strategies in non-evaluative structures (Learning Walk feedback session, subject area team meetings, professional development presentations and outside of school visiting opportunities.

Service and program coordination

- Fully integrated RTI program accessible to all students, staff and parents.
- Use of CBO which offers community tutoring services.

Budget and resources alignment

- FSF for assigned mathematics staff and support: $73,210 X 6
- ARRA RTTD Data Specialist, per session: $1000

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.

Annual Goal #3

- There will be a 10% increase in passing Regents scores for all ELL students.

Comprehensive needs assessment

- Our ELL population has been identified through various channels: RTI referral program, assessment analyses, grades and parent involvement. The ELL population has been identified as scoring low, including failing levels, on regents tests relative to our general student population. ELL students also have shown a relatively low attendance rate for Regents exams:
  - ELL passing rate on 2011 Regents exams: 48%
  - ELL failing rate on 2011 Regents exams: 28%
  - ELL absence rate on 2011 Regents exams: 24%

Instructional strategies/activities

- Work with the LAP Team at the start of the this school year, we have identified three areas of instructional and structural improvement:
  1) We will add more instructional time for ESL in the day for identified ELL Students, increasing the time for these students by 100%
  2) We will have specifically targeted PD for subject area teachers
  3) LAP team will assess and modify as year progresses and assessment data is available

Strategies to increase parental involvement

- 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)
- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- The program is currently staffed 100% by highly qualified pedegogues.
- All teachers directly or indirectly involved with the instructional strategies aligned with this goal will participate in professional development and support through our PD Plan which is primarily classroom visitation in the Learning Walk model. All teachers have regular opportunity to observe models and be given support instructional strategies in non-evaluative structures (Learning Walk feedback session, subject area team meetings, professional development presentations and outside of school visiting opportunities.

Service and program coordination

- Fully integrated RTI program accessible to all students, staff and parents.
- Use of CBO which offers community tutoring services.
- Specifically designed RTI for ELL students.

Budget and resources alignment

- FSF for staffing and support of ELL program: $73,210 for fully staffed ELL teacher.
- Private Grant funds for ELL support: $3,500

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	2	2	2	2	0	0	5	0
7	2	2	2	2	0		0	
8	1	1	1	1	1		0	
9	6	8	4	6	3		0	
10	4	4	1	4	4		2	
11	5	7	1	5	3		1	
12	4	4	1	4	2		2	

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	**Separate time and location, balanced academic support and skills Small group, one-to-one, and tutoring During school day**
Mathematics	**Separate time and location, balanced academic support and skills Small group, one-to-one, and tutoring During school day**
Science	**Separate time and location, balanced academic support and skills Small group, one-to-one, and tutoring During school day**
Social Studies	**Separate time and location, balanced academic support and skills Small group, one-to-one, and tutoring During school day**
At-risk Services provided by the Guidance Counselor	**Counseling sessions, 1 period One-to-one or group One to three periods per week, school day**
At-risk Services provided by the School Psychologist	**NA**
At-risk Services provided by the Social Worker	**Counseling sessions, 1 period One-to-one or group One period per week, school day**
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)

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;
- 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;

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 will 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 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent 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;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Sumita Kaufhold	District 02	Borough Manhattan	School Number 408
School Name Professional Performing Arts School			

B. Language Allocation Policy Team Composition ⓘ

Principal Keith Ryan	Assistant Principal Jodi Kostbar
Coach type here	Coach type here
ESL Teacher Heather Fife	Guidance Counselor Caitlin Kelly
Teacher/Subject Area Jesse Perlmutter/Spanish	Parent type here
Teacher/Subject Area	Parent Coordinator Teri Gindi
Related Service Provider Celeste Miller	Other type here
Network Leader Sumita Kaufhold	Other type here

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special 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	2		

D. School Demographics

Total number of students in school	504	Total Number of ELLs	10	ELLs as share of total student population (%)	1.98%

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. All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS), administered by a trained pedagogue. This survey lets school staff know what language is used in the home. If the HLIS indicates that the child uses a language other than English, they are indentified as LAB-R eligible and come on an ATS report which we run periodically. Those students are interviewed to make sure they are actually LAB R eligible. Then, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 days of initial identification. Performance on this test determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance.) The score on the LAB-R determines whether or not the student is entitled to ESL classes and his/her level. The child is then programmed for the appropriate amount of ESL class. All students identified as ELLs take the NYSESLAT each Spring. An ATS report will list the students eligible for the NYSESLAT, the tests are ordered and administered adhering strictly to DOE and NYSED memos on NYSESLAT test administration. Jodi Kostbar, the test coordinator is responsible for making sure that all components of the test are administered correctly. The NYSESLAT score determines A. if they have tested out of ESL placement/ELL status. B. their placement in ESL classes for the following year.
2. We only have an ESL program. Due to the small number of ELL students we have on our register, we have the unique opportunity to have small conferences with every family. Every parent is oriented to the ESL program within the first three weeks of the student's enrollment. We schedule a meeting with the families of ELL students, the principal, the ESL teacher and the Prent coodinator. During this meeting, we explain the program, the structures set forth by the DOE, the availablity of support, testing accomodations and required testing. We also have a Q and A session to address individul questions.
3. Entitlement letters are generated by the ELL coodinator, Jodi Kostbar, for students who qualify for ESL services. They are transclated into the appropriate language, then they are mailed home with a letter asking them to sign that they understand the information within and asking families to attend a meeting at the school. We record which families have returned their portion of the letter and reach out to those who have not responded within two weeks. We do not give the survey because we only have an ESL program.
4. We only have an ESL program so there is no placement procedure for bilingual versus ELS programming. A description of the ESL class is translated for parents and distributed to them via students at the beginnig of the class.
5. We do not offer a program choice and therefore have no records of parent surveys or program selection records.
6. Since PPAS cannot align with any program request other than freestanding ESL, we are not in the process of aligning our program offerings with parent choice.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ○ **1** ○ **2** ○ **3** ○ **4** ○ **5** ○ **6** ❄ **7** ❄ **8** ❄ **9** ❄ **10** ❄ **11** ❄ **12** ❄

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	**Newcomers (ELLs receiving service 0-3 years)**	9	**Special Education**	0
SIFE	0	**ELLs receiving service 4-6 years**	1	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	9			1						10
Total	9	0	0	1	0	0	0	0	0	10
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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)
K-8

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

Dual Language (ELLs/EPs)
9-12

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

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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?

1a.

For the 2011-2012 school year ELL students will receive mandated service as well as extra support in two venues specific to their needs, and one venue available to ELL students and other students identified as in need of academic support:

ELL Specific Support:
- Scheduled ELL class for all ELL students (advanced and intermediate), once per day, 45 minutes with a highly qualified ELL instructor.
- Schedule ELL class for all intermediate ELL students, four times per week for 45 minutes with a highly qualified ELL instructor

AIS Support:
- Learning Center support available including peer tutors, college tutors and adult tutors, study group and access to materials and other supports

1b.

ELL class are ungraded and organized by ELL level (advanced, intermediate).

2a.

Mandated minutes are delivered in ELL specific class with highly qualified ESL instructors.

2b.

ESL mandated minutes are covered by the ELL Specific Support classes. 225 minutes per week for advanced (in excess of mandate) and 405 minutes for intermediate (in excess of mandate).

3.

ESL classes include the following components:
- Translation materials and support
- Support with English language subject area classes
- Direct ESL instruction
- ESL instruction through various themes: cultural, artistic, historical

4.

A. Programming and Scheduling Information

In an ESL program all in class and teacher created assessment is in English. When ELL students are approved for taking State Regents exams in their native language our school arranges these tests and assures their availability to our students.

5a

SIFE students will appropriately placed in the above program and instruction and support will be differentiated for their specific needs.

5b.

The ESL program designed above was designed specifically for newcomers. The majority of students in our program have lived in the US for less than three years.

5c.

The ESL program will be appropriately differentiated for long term (4-6 year) ELLs.

6.

All ELLs with identified Learning Disabilities through an IEP will receive their full mandate delivered by instructional support with highly qualified special education instructors. Special education instructors that work with IEP/ELL students will design programs in collaboration with ESL instructors to meet the specific needs outlined in the IEP as well as needs identified outside of the IEP during the school year between annual reviews. Materials will be maintained in both ESL and Special Education locations specific to IEP/ELL students.

7.

All IEP/ELL students will be placed in the maximum amount of general education classes with a minimum of two classes per day, and an objective of at least four general education classes per day for ninth and tenth grade students.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

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

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?

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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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?

8. We have a targeted intervention program for our senior Chinese ELLs in humanities (ELA and social studies) which includes a a community tutor who is fluent in both Chinese and English. She sits in on each class, monitoring the ELLs and working with them when they need assistance or have questions. The tutor also translates powerpoint presentations that the class is seeing in English into Chinese. She works with them after class to give homework and essay support. We have no targeted programs in math as our ELL population is highly skilled in that area.

Our intervention center is called the Learning Center and it provides academic support or intervention to students who need or request support of this kind. The Learning Center has a well-equipped, quiet work location with staff assistance available as needed in a variety of formats, which are discussed below. The Learning Center provides an array of services that are fluid and flexible depending upon students' needs. The Learning Center works in partnerships with parents, students, and teachers in a consultative role and as a service provider. Services available at The Learning Center include:

- Study groups: Small group classes (less than 8 students) that support struggling students, and give them time to complete their assignments.
- A menu of tutoring options – Regents testing, current coursework, study skills, organizational issues
- Lunchtime tutoring
- Academic Counseling:
- Support with ongoing coursework

The Learning Center has a bank of computers and a printer station for students' use. In addition, textbooks from all academic classes are available here, as well as reference books for the Regents tests, college admissions, an assortment of reference books and literature, as well as teacher resources. Students and staff also have access to tools, school supplies and some art supplies.

Who comprises The Learning Center staff?

The Learning Center full-time staff is made up of Learning Specialists who each focus on another level of the school and who also coordinate tutoring at lunchtime and during 7th period.

In addition, PPAS recruits tutors from a variety of sources to help support TLC teachers

- America Reads Tutors: College students from NYU and Fordham University participating in Federal work-study program.
- Community Tutors: Adults from local community organizations (such as the JCC) who volunteer their time here at PPAS.
- Peer tutors: High-achieving 10-12 grade students earn transcript credit for helping other students during Lunchtime tutoring.

9. We currently have no ELLs who have reached proficiency on the NYSESLAT but our plan is to offer them a place in the ESL class if they elect to take it and instructional and support services such as Academic Intervention Services (AIS), content area support, ESL instruction or regular consultation between the ESL teacher and mainstream teachers may be included. Transitional services shall be provided for the first year after the student is placed in the English mainstream instructional program. We also plan to communicate clearly about the testing accommodations that are available to them and for what duration. This means that all accommodation available to ELLs such as extended time, use of glossary, native language version of test, etc. will be available to former ELLs for two years.

10. We have hired a new ESL teacher who, next year, will not only act as a teacher but also a advisor on topics such as Regents and class selection and who can act as their advocate with teachers.

11. No programs are slated to be discontinued.

12. ELLs have the same access to all services as all other students. They are all enrolled in performing arts programs after the academic day ends and they are encouraged to attend shows and concerts as all students are. They are included in all outreach to attend dances and other school events and are surveyed and along with the rest of the student body when it is time to do programming preference sheets and other acadmic advising.

13. We have a growing library of books in Chinese and some movies with Chinese subtittles. We have ESL textbooks and workbooks and books on tape. We have ordered NYSESLAT test prep books. We use google docs to share tutoring and instructional materials (such as

B. Programming and Scheduling Information--Continued

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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?

1

PPAS uses the following translations methods for parent communication:

- NYC DOE translation phone services for its parent community.
- Flyers, handouts, information material translated to appropriate languages
- Document translations provided by the NYC DOE
- Content area dictionaries provided by NYSED
- In person translators for parent meetings: parent/teacher conferences, IEP meetings, ELL sessions for parents, individually scheduled meetings, etc.

2

PPAS arts partners provide some translation services as follows:

- Rosie's Broadway Kids: Spanish
- Alvin Ailey School: Spanish
- Juilliard: Chinese, Russian

Access to services is unique and limited to each programs offerings. For more information contact the organizations.

3

Following is our flowchart for support for ELL parents and families

ELL Parent Orientation → Parent/Teacher conference → RTI referral → Individual Parent Meeting

4

Following are our parental involvement activities
- ELL Parent Orientation
- Full year calendar of performance events
- In class observation opportunities
- SLT/PTA events: monthly meetings, committee participation, mixers, annual events

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.

1.

The primary activity for professional development is Learning Walks (LWs). LWs in ESL classes will be attended by ESL teachers, content area teachers and supervisors. The LWs include a brief observation of class, a short discussion among observers, and a feedback session with the teacher of the classroom. All ESL teachers will also participate in LWs in classes in every subject area.

2.

When ESL instructors meet together in subject area meeting and/or during periods of time designated to professional development, the objective is to scaffold appropriate learning standards and topic over the school life of ELL students within the ESL program and in content area classes. This includes the development, assessment and subsequent modification of a curriculum map for the entire school for ELL students. This curriculum map is in addition to and supportive of the general education curriculum.

3.

The minimum mandated training time for working with ELL students will be covered by the PD program described above. LWs and time dedicated to PD is filed with the principal's office.

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4

Following are our parental involvement activities
- ELL Parent Orientation
- Full year calendar of performance events
- In class observation opportunities
- SLT/PTA events: monthly meetings, committee participation, mixers, annual events

Part V: Assessment Analysis

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

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

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

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)														0
Intermediate(I)										1		1	6	8
Advanced (A)												1	1	2
Total	0	0	0	0	0	0	0	0	0	1	0	2	7	10

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

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

NYS Math

	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	5		0	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry	1	0	0	0
Math algebra	1	0	1	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	1	0	1
Living Environment	1	1	1	1
Physics	0	0	0	0
Global History and Geography	1	3	0	1
US History and Government		3		3
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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.

1. We use locally developed assessments designed by our ESL teachers to assess the literary skills of our ELLs. We have found that these assessments most closely align with the academic expectations of our particular classrooms and help us to formulate literacy plans for each ELL.
2. The data reveals that we have no beginners and our 12th grade is the largest group. Our ELL's do better on the listening and speaking sections of NYSESLAT than the reading and writing.
3. Based on the NYSESLAT data, instruction in the ESL classes will focus on reading and writing slightly more than speaking and listening. This year, we are attempting to increase student achievment on the NYSESLAT by teaching all four modalities through content. It was our aim to create a class that would be inherently appealling to ELLs (the class is about immigration) and therefore increase their attention and enthusiasm around doing the work of skill building in literacy.
4.A. Students fare very differently on exams based on competencies and language skills. Some very limited English speakers still do fairly well on regent exams if they are skilled in the subject area (like Math). The ELA regent is still an obstacle for our ELL's. We have set up the 12th graders who failed the ELA regent with Native language speaking tutors in addition to the services they already receive.
B. Our students take the regular ACUITY tests. The teachers then consult the website to review results by student and then assign them appropriate skill-based work.
C. periodic assessments sometimes correctly indicate deficiencies and offer specific and timely information about student abilities. Other times, they simply indicate a deficiency in test-taking. Further information is sometimes needed to determine if skill-based assignments are necessary.
5. N/A
6. The LAP team members meet periodically and evaluate all available data (anecdotal information, class grades, Acuity results, Regents, length of time in the country/program, graduation rates, NYSESLAT results, etc.) Based on this information, we determine the success of the program and where improvments can be made. We work collaboratively to find solutions to short and long term problems bringing in information from all shareholders.

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:			
	School DBN:		
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 408 **School Name:** Professional Performing Arts School

Cluster: _____ **Network:** 108

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.

School documents are available in the appropriate languages. We know a parent's native language by using ATS, the emergency cards and the HLIS. When parents and/or guests are greeted in the main office, it is quickly determined what language they speak. Translators are available for Chinese and Korean speakers as needed. If a parent speaks another language, we will actively recruit a translator within the school building or through the DOE translation unit.

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.

Generally there are no serious needs as the overwhelming amount of our parents speak either English, Spanish or Chinese. We have signs posted in various languages outside and inside of the main office to increase the awareness of the different translation services available.

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.

Many of the written documents that need to be translated are available via the Department of Education website. When students and parents are interviewed at intake an immediate assessment is determined as to what language documents is needed. We have also reached out to the Department of Education's office of translation services. We sometimes use in-house staff or parent/other volunteers to translate documents and announcements.

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 usually provided in-house. If translation for another language is needed, one of the school's Assistant Principals is responsible for securing the services outside of the school in a timely fashion. The Board of Education's office of Translation Services recommends a specific vendor. They need to be contacted about 2 weeks before oral translators are needed (i.e. Parent teacher conferences).

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.

All students and parents are assessed during the intake process to ascertain the language parents feel comfortable in communicating in. Documents are available and accessible in several languages via the school and through the DOE website. If a translator is not available immediately, the Assistant Principal has the responsibility to secure a translator either within the building or through the translation unit of the DOE.