



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** ACADEMY OF PUBLIC RELATIONS

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 07/ BX / MS 298

**PRINCIPAL:** AMY ANDINO - FLOHR **EMAIL:** AANDINO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** YOLANDA TORRES

**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
Amy Andino	*Principal or Designee	
Mary Santana	*UFT Chapter Leader or Designee	
Concepcion Ortiz	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Courtnei Davis	Teacher Member/ Chairperson	
Jennifer Lovejoy	Teacher Member/ Assistant Chair	
Maria Terracciano	Teacher Member/ Secretary	
Jazelle Bruce	Teacher Member	
	Member/	
	Member/	
	Member/	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- Beginning in September of 2011 and continuing monthly all teachers will analyze the matrices of state tests, CFA's, ITA's, and predictive's and generate a list of content specific strategies to target areas of challenge in ELA and Math.

### **Comprehensive needs assessment**

- The above goal was generated based on being identified as a school in need of improvement (SINI) and receiving a visit from the state. During this visit classroom observations were conducted during which time information was collected regarding students and how data was being used to drive instruction. The findings of the visit were compiled and presented as a list of goals to the Academy of Public Relations team.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups,**  
The activities we will implement to address the above goal includes but is not limited to: inquiry Monday, grade team meetings, department meetings and professional development days. During these meetings we will review the most current available data, identify areas of challenge, and create strategies to implement across content areas.
  - b) Staff and other resources used to implement these strategies/activities,**  
We will use all teachers to implement the goal; however, of particular note will be the use of a data analyst to assist in gathering and disseminating the most recent data. Also, we will use our SETTS teacher to help create instructional activities that will better fit the individual needs of our special needs population. Finally, we will use our ESL teacher to assist in creating instructional activities to assist our English as a second language population.
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**  
Teacher created CFA's will be analyzed the results of this analysis will be used to create common core aligned performance tasks to reinforce areas of challenge.
  - d) Timeline for implementation.**  
This work will be continuous throughout the course of the 2011 – 2012 academic school year.

### **Strategies to increase parental involvement**

- Parents will be given ample opportunities to examine their students data. The Academy of Public Relations will host parent data days where parents can come in and log on to their students ARIS accounts. Further, parents will be supplied the updated data on their student as it id available. Finally, during parent teacher conferences parents will be encouraged to bring their children along and engage in a conversation regarding their students data and ways in which they can be helpful in making their student successful.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure that all current teachers are highly qualified as it applies to this goal we will conduct professional developments in the analysis of data and how it can be used to drive data.

**Service and program coordination**

- In coordination with the academic intervention service “Learn it”, we will provide additional support for students around the areas of challenge that have been identified in English Language Arts and Mathematics.

**Budget and resources alignment**

- The fiscal human resources that will be used under the PS FY'12 budget category will include ESL and SETTS. Under OTPS will be our curriculum and staff development contracts and educational consultants.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- By August 2012 79% of the students in the lowest 1/3 will show progress in mathematics on the New York City Progress Report.

### **Comprehensive needs assessment**

- The above goal was generated after close analysis of the 2010 – 2011 New York City progress report where we found that in relation to our peer group our students in the lowest 1/3 lagged behind their counterparts.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups,**  
The strategies we are using to assist the students in the lowest 1/3 are: graphic organizers, the use of common vocabulary across all content areas, implementation of critical thinking skills, and constructing responses that include justifying an answer and providing logical explanations of responses with evidence.
  - b) Staff and other resources used to implement these strategies/activities,**  
We will use all teachers to implement the goal; however, of particular note will be the use of our SETTS teacher to help create instructional activities that will better fit the individual needs of our special needs population.
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**  
Teacher created CFA's will be analyzed the results of this analysis will be used to create common core aligned performance tasks to reinforce areas of challenge.
  - d) Timeline for implementation.**  
This work will be continuous throughout the course of the 2011 – 2012 academic school year.

### **Strategies to increase parental involvement**

- Parents will be invited to attend monthly meetings with the principal. The first of these meetings will include an overview of the 2010 – 2011 progress report specifically looking at our mathematics performance. Parents will be provided with information on their whether their student falls in the lowest 1/3 and strategies on how to assist their student with his / her areas of need. Finally, parents will be given open door access to sit in on their students' classes in order to keep abreast of the curriculum and their student's progress.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure the staff is highly qualified professional development will be provided for all mathematics teachers within their grade content area. Further, teachers will pursue course work in their content area.

**Service and program coordination**

- We will use federal and state programs to support our lowest 1/3. Specifically, we will use extended day and the Achieve Now Academy to assist our lowest 1/3 in areas of deficiency.

**Budget and resources alignment**

- The fiscal human resources that will be used under the PS FY'12 budget category will include four regularly appointed mathematics teachers and our SETTS provider. Under OTPS will be our curriculum and materials.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By 2012 the number of students attaining a level 3 on the New York State ELA assessment will increase from 21.1% to 36.1%. Moreover, the number of level 1's in ELA will decrease from 25% to 15%.

#### **Comprehensive needs assessment**

- The need that generated this goal was a close analysis of the New York State progress report along with an alignment to the Principal Performance Review goals.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Strategies/activities that encompass the needs of identified student subgroups,**  
The activities that will be used to insure the success of this subgroup will be: achieve now academy, extended day, academic intervention services, and "Learn It". The strategies we will use in English Language Arts to ensure students are successful will be reading strategies, writing persuasive arguments and providing evidence to support these arguments, and cross curricular implementation of specific deficits as per assessments.
  - b) Staff and other resources used to implement these strategies/activities,**  
The staff used to implement these strategies and activities will be the entire Academy of Public Relations teaching staff. Specifically, English Language Arts teachers will focus on conducting conferences with these students using collected data from class instruction and assessments.
  - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,**  
Teacher created CFA's will be analyzed the results of this analysis will be used to create common core aligned performance tasks to reinforce areas of challenge.
  - d) Timeline for implementation.**  
This work will be continuous throughout the course of the 2011 – 2012 academic school year.

#### **Strategies to increase parental involvement**

- Parents will be invited to attend monthly meetings with the principal. The first of these meetings will include an overview of the 2010 – 2011 progress report specifically looking at our ELA performance. Parents will be provided with information on their whether their student falls in the lowest 1/3 and strategies on how to assist their student with his / her areas of need. Finally, parents will be given open door access to sit in on their students' classes in order to keep abreast of the curriculum and their student's progress.

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure the staff is highly qualified professional development will be provided for all English Language Arts teachers within their grade content area. Further, teachers will pursue course work in their content area.

**Service and program coordination**

- In coordination with the academic intervention service “Learn it”, we will provide additional support for students around the areas of challenge that have been identified in English Language Arts.

**Budget and resources alignment**

- The fiscal human resources that will be used under the PS FY'12 budget category will include ESL and SETTS teachers; as well as, our three regularly appointed English Language Arts teachers. Under OTPS will be our curriculum and materials.

### 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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	36	26	N/A	N/A	17	17	N/A	N/A
7	32	30	N/A	N/A	19	19	N/A	N/A
8	29	41	N/A	N/A	16	16	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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
<b>ELA</b>	Academic Intervention Services at the Academy of Public Relations consist of small group instruction with 3-6 students who receive academic services in their area of need before school and twice per week during the school day. Our English Language Arts program for the 2011 – 2012 school year will focus on increasing the number of students attaining a level 3 on the New York State ELA assessment from 21.1% to 36.1%. Moreover, the number of level 1's in ELA will decrease from 25% to 15%. We will utilize the AIM Higher instructional resource to help achieve this goal.
<b>Mathematics</b>	Academic Intervention Services at the Academy of Public Relations consist of small group instruction with 3 - 6 students who receive academic services in their area of need before school and twice per week during the school day. Our mathematics program for the 2011 – 2012 school year will focus on increasing the progress of 79% of the students in the lowest 1/3 on the mathematics section of the New York City Progress Report. We will utilize AIM Higher instructional resource to assist us in achieving this goal.
<b>Science</b>	<b>N/A</b>
<b>Social Studies</b>	<b>N/A</b>
<b>At-risk Services provided by the Guidance Counselor</b>	The Guidance Counselor coordinates attendance program where their attendance is monitored, interventions made and incentives given to help students maintain a 90% attendance or better. The Guidance Counselor provides mandated counseling for students with Individualized Educational Plans. The Guidance Counselor provides conflict resolution, crisis intervention, and holds guidance conferences as needed. The Guidance Counselor is a member of the Gateway to Promotional Success and Pupil Personnel Team.
<b>At-risk Services provided by the School Psychologist</b>	The School Psychologist evaluates students who are referred for Special Education Services. The Psychologist meets with teachers and conducts classroom observations to determine areas of need for students referred.
<b>At-risk Services provided by the Social Worker</b>	<b>N/A</b>

<b>At-risk Health-related Services</b>	<b>N/A</b>
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## **ACADEMY OF PUBLIC RELATIONS 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 1<sup>st</sup> 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 1<sup>st</sup> 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 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 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 promptly 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.



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**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

AUSSIE consultants in identified areas will be scheduled to meet with Bilingual General Education and Bilingual Special Education teachers. The Professional Development will focus on student engagement strategies, higher level questioning techniques, using data to inform instruction and developing effective assessment tools. Teachers will be observed during classroom instruction and participate in debriefing sessions from the consultants. Further, consultants will be present at Departmental and Grade Team planning meetings to discuss next steps and follow-up.

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

All first year teachers are receiving at least two periods of in-class mentoring in addition to one period of debriefing feedback per week by a master teacher. In addition, new teachers receive mentoring during departmental and grade team planning. Teachers will also benefit from ongoing professional development in the areas of need according to the identified sub group areas from the state. This professional development includes AUSSIE consultants, network instructional specialists, and ARIS data training to inform instruction.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

All parents will be invited, by backpack means, to a Principal's Luncheon on December 15, 2011 at 12:00pm. The parent coordinator will be present to assist with translation if needed. The purpose of this meeting will be to explain to the parents the schools' status in regards to a School In Need Of Improvement. Further, parents will be given a clear understanding as to what sub groups have not met state standards and interventions that will be implemented to address the needs of their children.

**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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>C. Rello, M. Cofield</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>298</b>
School Name <b>Academy of Public Relations</b>			

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

Principal <b>Amy Andino Flohr</b>	Assistant Principal <b>Barry Marks</b>
Coach	Coach
ESL Teacher <b>Cynthia Paulino</b>	Guidance Counselor
Teacher/Subject Area <b>Erika Maldonado/ELA</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Jossie Santisteban</b>
Related Service Provider	Other
Network Leader	Other

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>

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
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## D. School Demographics

Total number of students in school	261	Total Number of ELLs	89	ELLs as share of total student population (%)	34.10%
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# 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. [🔗](#)

### I. ELL IDENTIFICATION PROCESS

All parents/guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) to help the school identify students with limited English language proficiency. In order to complete the interview in English and in the native language, a certified teacher who speaks Spanish provides assistance to Spanish-speaking parents/guardians as they complete the survey on school grounds. The HLIS is provided in the native language of the parent/guardian. Once potential ELLs are identified, the ESL teacher administers the Revised Language Assessment Battery (Lab-R) within the first ten days of enrollment. This test determines whether students are entitled to English-Language services and informs the ESL teacher of the proper placement of ELLs in an English-language group. The Spanish LAB is administered to students whose home language is Spanish. During the intake process, oral interpretation services are provided in Spanish for our parents/guardians by in-house staff. We have teachers fluent in Spanish. Oral translation services are provided by an outside vendor for non-English speaking and non-Spanish speaking parents/guardians. Department of Education translation services via telephone translators are used when necessary during the school year. The pedagogue who is responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) is Ms. Paulino, the school's ESL Coordinator and ESL teacher. She is fluent in Spanish. Ms. Paulino and Ms. Vega (the Data Coordinator) also evaluates ELLs using the NYSESLAT to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the school year. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or

proficient (P – no longer entitled). In order to ensure that all four components of the NYSESLAT are administered, each component is administered a different day. A staff member is in charge of administering it within the test period to students who were absent on the designated days.

## II. FAMILY ORIENTATION MEETING

### A. PROCESS

After a scholar is identified as an ELL by the Lab–R, his/her parent/guardian is informed of his/her status as an ELL and is invited to a Family Orientation Meeting held at the Academy of Public Relations. At this meeting, parents/guardians learn about the three English–language program choices offered in NYC public schools, which are Dual Language, Freestanding ESL, and Transitional Bilingual (TBE). The ESL teacher, Ms. Paulino, explains these program choices to the parents/guardians. She is certified in teaching ESL. Also, they view the Family Orientation DVD in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms. If a parent has previously chosen a TBE/DL program, outreach is conducted if 15 or more students in 2 contiguous grades of the same language group have selected this program. This outreach is for parents/guardians to attend an information session on the new bilingual program. Parents/guardians are informed via letters, which are mailed to the families' homes at least a week before the scheduled meeting, and a flyer that is sent to the parents/guardians via the students three days before the scheduled meeting. In addition, the ESL teacher calls the invited families a day or two before the meeting.

### B. OUTREACH

Once an ELL is identified, the ESL teacher calls the parent/guardian and schedules the Family Orientation Meeting. Parents/guardians are informed of this meeting via the Parent Entitlement Letter for Newly–entitled ELLs and a reminder flyer of this workshop, which state when and where the meeting is scheduled to take place. The letter is mailed to the families' homes at least a week before the scheduled meeting. The flyer is sent to the parent/guardian about three days before the meeting. In addition, the ESL teacher calls the invited families a day or two before the meeting.

### C. TIMELINE

A Family Orientation meeting is held in the Fall and Spring for all parents/guardians of ELLs to attend. If the dates and times of these general orientations are not convenient for the parent/guardian, then the ESL teacher schedules an individual Family Orientation Meeting at the parent/guardian's convenience.

## III. PARENT FORMS & ENTITLEMENT LETTERS

Families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs. These forms are kept in the school's ELL Compliance Binder and in the student's CUM folder. Ms. Paulino (the ESL teacher) is responsible for these forms.

Entitlement letters are sent via certified mail to families before the first Parent/Teacher Conference. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the LAB–R being administered and hand–scored. These letters are also sent via certified mail.

## IV. PLACING ELLS IN PROGRAMS

### A. PROCESS

ESL instruction begins as soon as possible for new students in the APR community during the month of

September. ELLs identified from the previous school year begin services immediately. All testing of newly identified students is done within 10 days so by the 3rd week of September those students begin ESL services. After testing NYSESLAT and LAB-R scores are consulted to determine proper placement for students in transitional services. An ATS RLAT or RNMR report is generated to determine NYSESLAT proficiency level (Beginner (B), Intermediate (I), Advanced (A) or Proficient (P - no longer entitled to services)).

**This school serves the following grades (includes ELLs and EPs)**

Check all that apply

**B. CRITERIA**

Depending upon the student’s level (B, I, A) and grade, an appropriate amount of ESL service is provided. The ESL teacher refers to the following chart from CR Part 154 to determine instructional minutes:

	Number of Units*		
	ESL	NLA**	ELA
Beginning	2	1	-
Intermediate	2	1	-
Advanced	1	1	1

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\*Only for students in bilingual programs.

The Bilingual ELA classes are a fusion of ELA and ESL, and they are organized by proficiency level (not by grade). Therefore, there are three ELA classes for ELLs in the TBE program: Beginner, Intermediate, and Advance. The criteria that was used for placement in the ESL pull-out program is also used in the TBE program. ELLs whose parents opted for the TBE program and who scored Beginner in the NYSESLAT or LAB-R are placed in the Beginner ELA class. ELLs whose parents opted for the same program and who scored Intermediate in the NYSESLAT or LAB-R are placed in the Intermediate ELA class. ELLs whose parents chose the TBE program and who scored Advanced in the NYSESLAT or LAB-R are placed in the Advance ELA class. This list is kept in the school’s ELL Compliance Folder.

**V. TREND IN PROGRAM CHOICES**

After reviewing Program Selection forms of the last three years, we tabulated that between 75 and 85 percent of parents/guardians chose TBE as their program of choice.

**VI. PARENT CHOICE**

After reviewing the Parent Survey and the Program Selection forms, between 75 and 85 percent of the parents of ELLs have opted for a bilingual program in the past three years. The program model offered at the Academy of Public Relations is aligned with parent requests. To build alignment between parent choice and the program offered by the school, the ESOL teacher closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is created to comply with parents’ request.

**Part III: ELL Demographics**

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)						2	2	2						6
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	2	2	2	0	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	21
SIFE		ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	17

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	66		8	10		4	11		9	87
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7			10			6			23
Total	73	0	8	20	0	4	17	0	9	110

Number of ELLs in a TBE program who are in alternate placement: 2

### 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							28	30	29					87
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>30</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>

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	EL	EP																
Spanish																			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	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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							7	5	7					14

## 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3						4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

## A. Programming and Scheduling Information

### I. DELIVERY OF INSTRUCTION (ESL,ELA, CONTENT AREAS)

In the TBE program, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. As English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development. The school's transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; and content-area instruction in the native language and English designed to teach subject matter to ELLs. Also, English language development is strengthened through participation in English-taught enrichment classes such as technology, dance, and physical education. Teachers use ESL methods to teach content and consider scaffolding instructional strategies. As students develop English language skills, time in the native language decreases. When ELLs reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. TBE programs are predicated on transferring literacy skills from a child's home language to a child's second language (English).

In TBE programs, students transfer native language skills to English by spending instructional time primarily in the native language before steadily transitioning to English. Our program gradually increases English instruction, using ESL methodology, in academic content areas such as mathematics, science, and social studies. In their first year, TBE students are expected to receive 60 percent of instruction in their native language and 40 percent in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. The percentage of the use of native language can vary depending on the student's English proficiency level and the nature of the content area. The program provides grade curriculum level content area instruction in the native language and in English in accordance with the CR-Part 154, Aspira Consent Decree, and the Language Allocation Policy of New York City. TBE teachers (both general education and Special Education) allocate English and the students' native language in the following format:

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

In the TBE program, teachers make several considerations when determining which language is best to teach certain concepts. Teachers consider the intellectual demand of concepts, student familiarity with concepts in the native language or English, and the academic language required for using and mastering concepts. New concepts are typically taught in the native language and reinforcement is done in English. ELLs are given the opportunity to use the typical "language," or vocabulary, and discuss concepts in their own words in English or their native language. Content area teachers provide grade-level academic work in the student's native language so that the student maintains academic progress, as well as English to develop academic English language. Furthermore, teachers regularly review student performance data and design units of study that meet the diverse needs of students and target grade-level course standards. In all core subject areas, teachers use a variety of scaffolding and ESL instructional strategies when teaching ELLs. Furthermore, resources used correspond to ELLs' ages and grade levels.

In this program, ELLs receive the same rigorous standards-based curriculum as monolingual students and instruction follows the Teacher's College model. The Teacher's College program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program, which features a ninety-minute block. Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing.

## A. Programming and Scheduling Information

In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some ESL methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Interdisciplinary learning: An instructional unit is based on a theme built around two or more disciplines.

### 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)	Dual Language	Freestanding ESL
negotiate and exchange knowledge and experiences while making connections with content and language.	100%	100%	100%
Programming clusters cohorts of ELLs in the TBE program with the same native language background in subject area classrooms. As a result, students can	75%	75%	75%
native language among peers. Tasks are enriched with academic English language development. Also, native language resources (libraries, texts, technology, primary resource materials) available in the classroom are additional resources that can accelerate learning	50%	50%	50%
>>>PROGRAM MODELS<<<	25%	25%	25%
the entire school and for all content instruction. The program is composed of a total of 6 classes. There is one general education TBE class and one bilingual special education class in each grade. All students in the general education bilingual program receive ESL/ELA in a homogenous setting at the same time daily: fifth and sixth periods. In these classes, students are divided into levels, but have flexible levels which is determined by the students' most recent NYSESLAT and LAR	0%	0%	0%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL or bilingual ELA teacher. The organization of staff in the program model described in the previous section ensures that the mandated number of instructional

## 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?

## A Programming and Scheduling Information

## 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?

### VIII. CONTENT AREA INTERVENTIONS

Targeted intervention programs have been implemented at the South Bronx Academy for Applied Media for ELLs in English–language development, Math and ELA. All supplemental services and programs are funded by the school budget, Title III, and other grants. The targeted intervention programs for ELLs in ELA and math include AIS, Saturday school, Study Island, and Extended Day. AIS is implemented during the school day for all students who scored a level 1 or 2 in the state Math and/or ELA test. These classes consist of less than 15 students, and differentiated instruction is utilized to drive instruction. These programs are offered in English and Spanish. Additionally, an afterschool math interventions program is offered by the bilingual Math teacher. This program instructs students in the most foundational concepts and skills in math, such as multiplication and division. It is offered mostly in Spanish, and many newcomers participate in this program.

GPS/ Achieve Now Academy provides APR's overage students with intensive academic intervention in Math and ELA, individual and/or group counseling; monitoring of academic progress, and college and career awareness. The goal is to provide retained students with a structured environment where attention to individual needs and intensive intervention will lead to attainment of graduation requirements. A number of long-term ELLs participate in this program.

### IX. TRANSITIONAL SUPPORT

When ELLs reach proficiency in the NYSESLAT, they continue to receive continuing transitional support. They receive ESL mandated NYS testing modifications for two additional years. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, our goal is to certify all teachers in the TBE program with the Bilingual Extension. Additionally, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic.

We would like to provide more enrichment programs to our ELLs and their families. We are planning to start a language enrichment program, in which ELLs can participate along side their parents/guardians. Furthermore, we

## 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)?
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GPS/ Achieve Now Academy provides APR's overage students with intensive academic intervention in Math and ELA, individual and/or group counseling; monitoring of academic progress, and college and career awareness. The goal is to provide retained students with a structured environment where attention to individual needs and intensive intervention will lead to attainment of graduation requirements. A number of long-term ELLs participate in this program.

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When ELLs reach proficiency in the NYSESLAT, they continue to receive continuing transitional support. They receive ESL mandated NYS testing modifications for two additional years. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, our goal is to certify all teachers in the TBE program with the Bilingual Extension. Additionally, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic.

We would like to provide more enrichment programs to our ELLs and their families. We are planning to start a language enrichment program, in which ELLs can participate along side their parents/guardians. Furthermore, we would like to start a program that can assist newcomers in becoming acclimated to New York City.

## 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)?

## Courses Taught in Languages Other than English

### 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.)
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PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

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ELL Parent Workshop: How to Foster English-language Development at Home

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Mother's Day Brunch

>>>SUMMER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

Father's Day Hoops

### II. SCHOOL PARTNERSHIPS

The school partners with Learning Gardens, Renaissance EMS (music and sports), the Leadership Program, Mercy College (internship program), and Leadership Academy to provide workshops and services to parents of ELLs.

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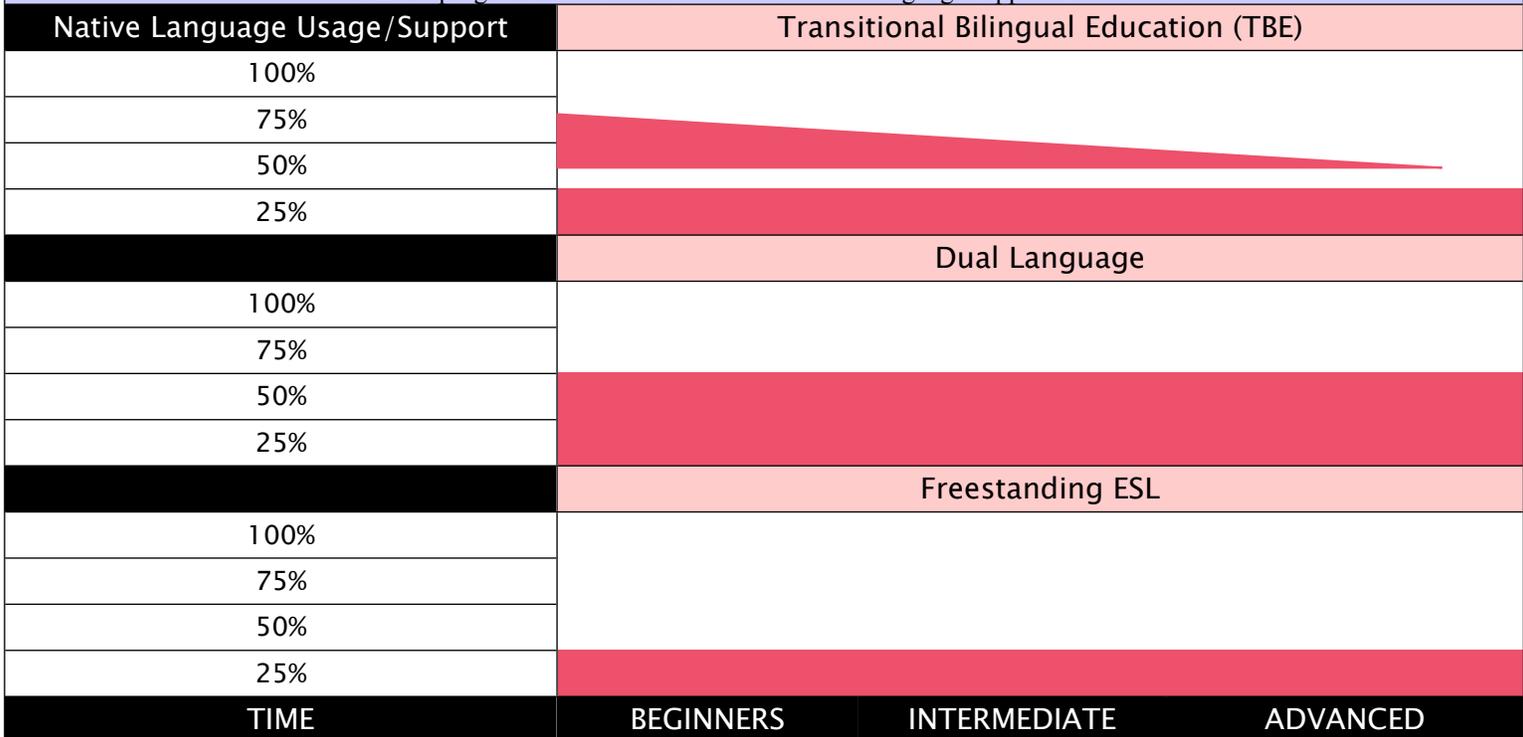
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What other activities are offered to ELLs?

## 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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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?

### VIII. CONTENT AREA INTERVENTIONS

Targeted intervention programs have been implemented at the South Bronx Academy for Applied Media for ELLs in English–language development, Math and ELA. All supplemental services and programs are funded by the school budget, Title III, and other grants. The targeted intervention programs for ELLs in ELA and math include AIS, Saturday school, Study Island, and Extended Day. AIS is implemented during the school day for all students who scored a level 1 or 2 in the state Math and/or ELA test. These classes consist of less than 15 students, and differentiated instruction is utilized to drive instruction. These programs are offered in English and Spanish. Additionally, an afterschool math interventions program is offered by the bilingual Math teacher. This program instructs students in the most foundational concepts and skills in math, such as multiplication and division. It is offered mostly in Spanish, and many newcomers participate in this program.

GPS/ Achieve Now Academy provides APR's overage students with intensive academic intervention in Math and ELA, individual and/or group counseling; monitoring of academic progress, and college and career awareness. The goal is to provide retained students with a structured environment where attention to individual needs and intensive intervention will lead to attainment of graduation requirements. A number of long-term ELLs participate in this program.

### IX. TRANSITIONAL SUPPORT

When ELLs reach proficiency in the NYSESLAT, they continue to receive continuing transitional support. They receive ESL mandated NYS testing modifications for two additional years. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, our goal is to certify all teachers in the TBE program with the Bilingual Extension. Additionally, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic.

We would like to provide more enrichment programs to our ELLs and their families. We are planning to start a language enrichment program, in which ELLs can participate along side their parents/guardians. Furthermore, we

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## 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)?
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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)							7	15	16					38
Intermediate(I)							8	13	9					30
Advanced (A)							10	2	8					20
Total	0	0	0	0	0	0	25	30	33	0	0	0	0	88

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							4	6	6				
	I							7	11	11				
	A							10	10	11				
	P							14	9	9				
READING / WRITING	B							7	15	15				
	I							8	12	10				
	A							10	3	8				
	P							10	6	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	16	4	0	27
7	17	11	1	0	29
8	17	14	1	0	32
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	8		13		10		1		32
7	10		17		6		1		34
8	16		12		5		3		36
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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

- 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.

#### I. ASSESSMENT TOOL

At the Academy of Public Relations, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once every quarter to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from A to T and all of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels.

#### II. DATA PATTERNS ACROSS PROFICIENCY LEVELS AND GRADES

Throughout the grades, the majority of our ELLs are Beginners. According to the data, most of our ELLs struggle with the Reading and Writing modality as evidenced in fewer ELLs attaining an Advance or Proficient score in this

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 07X298      **School Name:** Academy of Public Relations

**Cluster:** Corinne Rello A      **Network:** Marina Cofield

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

**Part A: Needs Assessment Findings**

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

All parents/guardians of newly enrolled students complete a Home Language Survey and an informal oral interview in English and in the native language, which assist the school in determining the primary language spoken by each parent/guardian and whether the parent/guardian requires language assistance to communicate effectively with the school. This information is recorded in Home Language Surveys. In addition, the data is entered into the ATS system and reports can be generated with the designation of different languages spoken within the building. Both home language surveys and oral interviews assess our written translation and oral interpretation needs. The surveys are collected and analyzed by the ESL Coordinator. The ESL Coordinator and school administration plan and implement any necessary next steps based on the survey data.

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

The results of our needs assessment is as follows: there are 35 Spanish-speaking ELLs, 2 Fulani-speaking ELLs, and 1 Afrikaans-speaking ELL. Their parents/guardians require written translation and oral interpretation. This information is shared with the community through the Annual School Report Card on the DOE site in the Statistics section. The major findings of our school's written translation and oral interpretation needs include: a) Parents/guardians feel that they are provided written translation and oral interpretation services in a timely manner.

## Part B: Strategies and Activities

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

All centrally issued letters and notices are translated to all necessary language prior to distribution, and they are distributed to all parents/guardians. All school notices that need to be translated are sent to the Department of Education Translation Service or are translated by in-house school staff. We have teachers fluent in Spanish. Telephone contact is made with parents using these staff members when needed. Written translation services are provided by in-house by school staff for Spanish speaking parents/guardians. Written translation is provided by outside vendor for non-English speaking and non-Spanish speaking parents/guardians.

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

Oral interpretation services are provided in Spanish for our parents/guardians by in-house staff. We have teachers fluent in Spanish. Separate school meetings/workshops are held in the parent/guardians native language when necessary. During whole school events, oral translation services are provided by an outside vendor for non-English speaking and non-Spanish speaking parents/guardians. During PTA meetings, articulation meetings, and/or workshops, we hire staff members to do translations. Department of Education translation services via telephone translators are used when necessary during the school year.

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

Our school will adhere to all guidelines highlighted in Section VII of Chancellor's Regulations A-663. We provide translation and interpretation services to all parents/guardians who require language assistance in order to communicate effectively with school staff. Additionally there is a regular and timely provision of translated documents through existing resources or the Translation and Interpretation Unit, which we utilize. These documents include the Parent Bill of Rights, interpretation notice signs, and safety plan procedures, which are provided in English and the parent's/guardian's native language. There is a timely provision of interpretation services at group and one-on-one meetings upon request when such services are necessary for parents/guardians to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. The school provides parents/guardians with the translation of any document that

contains information specific to their child, including his/her health, safety, legal or disciplinary matters, and entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

**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 [i](#).

**Part I: School ELL Profile**

**A. School Information** [i](#)

Cluster Leader/Network Leader <b>C. Rello, M. Cofield</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>298</b>
School Name <b>Academy of Public Relations</b>			

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

Principal <b>Amy Andino Flohr</b>	Assistant Principal <b>Barry Marks</b>
Coach	Coach
ESL Teacher <b>Cynthia Paulino</b>	Guidance Counselor
Teacher/Subject Area <b>Erika Maldonado/ELA</b>	Parent
Teacher/Subject Area	Parent Coordinator <b>Jossie Santisteban</b>
Related Service Provider	Other
Network Leader	Other

**C. Teacher Qualifications** [i](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>5</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>2</b>	Number of special education teachers with bilingual extensions	<b>3</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>

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
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## D. School Demographics

Total number of students in school	261	Total Number of ELLs	89	ELLs as share of total student population (%)	34.10%
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# 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. [i](#)

## I. ELL IDENTIFICATION PROCESS

All parents/guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) to help the school identify students with limited English language proficiency. In order to complete the interview in English and in the native language, a certified teacher who speaks Spanish provides assistance to Spanish-speaking parents/guardians as they complete the survey on school grounds. The HLIS is provided in the native language of the parent/guardian. Once potential ELLs are identified, the ESL teacher administers the Revised Language Assessment Battery (Lab-R) within the first ten days of enrollment. This test determines whether students are entitled to English-Language services and informs the ESL teacher of the proper placement of ELLs in an English-language group. The Spanish LAB is administered to students whose home language is Spanish. During the intake process, oral interpretation services are provided in Spanish for our parents/guardians by in-house staff. We have teachers fluent in Spanish. Oral translation services are provided by an outside vendor for non-English speaking and non-Spanish speaking parents/guardians. Department of Education translation services via telephone translators are used when necessary during the school year. The pedagogue who is responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) is Ms. Paulino, the school's ESL Coordinator and ESL teacher. She is fluent in Spanish. Ms. Paulino and Ms. Vega (the Data Coordinator) also evaluates ELLs using the NYSESLAT to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the school year. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or

proficient (P – no longer entitled). In order to ensure that all four components of the NYSESLAT are administered, each component is administered a different day. A staff member is in charge of administering it within the test period to students who were absent on the designated days.

## II. FAMILY ORIENTATION MEETING

### A. PROCESS

After a scholar is identified as an ELL by the Lab–R, his/her parent/guardian is informed of his/her status as an ELL and is invited to a Family Orientation Meeting held at the Academy of Public Relations. At this meeting, parents/guardians learn about the three English–language program choices offered in NYC public schools, which are Dual Language, Freestanding ESL, and Transitional Bilingual (TBE). The ESL teacher, Ms. Paulino, explains these program choices to the parents/guardians. She is certified in teaching ESL. Also, they view the Family Orientation DVD in their native language and complete the Parent/Guardian Choice Survey and Program Selection forms. If a parent has previously chosen a TBE/DL program, outreach is conducted if 15 or more students in 2 contiguous grades of the same language group have selected this program. This outreach is for parents/guardians to attend an information session on the new bilingual program. Parents/guardians are informed via letters, which are mailed to the families' homes at least a week before the scheduled meeting, and a flyer that is sent to the parents/guardians via the students three days before the scheduled meeting. In addition, the ESL teacher calls the invited families a day or two before the meeting.

### B. OUTREACH

Once an ELL is identified, the ESL teacher calls the parent/guardian and schedules the Family Orientation Meeting. Parents/guardians are informed of this meeting via the Parent Entitlement Letter for Newly–entitled ELLs and a reminder flyer of this workshop, which state when and where the meeting is scheduled to take place. The letter is mailed to the families' homes at least a week before the scheduled meeting. The flyer is sent to the parent/guardian about three days before the meeting. In addition, the ESL teacher calls the invited families a day or two before the meeting.

### C. TIMELINE

A Family Orientation meeting is held in the Fall and Spring for all parents/guardians of ELLs to attend. If the dates and times of these general orientations are not convenient for the parent/guardian, then the ESL teacher schedules an individual Family Orientation Meeting at the parent/guardian's convenience.

## III. PARENT FORMS & ENTITLEMENT LETTERS

Families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs. These forms are kept in the school's ELL Compliance Binder and in the student's CUM folder. Ms. Paulino (the ESL teacher) is responsible for these forms.

Entitlement letters are sent via certified mail to families before the first Parent/Teacher Conference. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the LAB–R being administered and hand–scored. These letters are also sent via certified mail.

## IV. PLACING ELLS IN PROGRAMS

### A. PROCESS

ESL instruction begins as soon as possible for new students in the APR community during the month of

September. ELLs identified from the previous school year begin services immediately. All testing of newly identified students is done within 10 days so by the 3rd week of September those students begin ESL services. After testing **This school serves the following grades (includes ELLs and EPs)** and LAB-R scores are consulted to determine proper placement for students. An ATS RLAT or RNMR report is generated to determine NYSESLAT proficiency level (Beginner (B), Intermediate (I), Advanced (A) or Proficient (P - no longer entitled to services)).

**B. CRITERIA**

Depending upon the student’s level (B, I, A) and grade, an appropriate amount of ESL service is provided. The ESL teacher refers to the following chart from CR Part 154 to determine instructional minutes:

	Number of Units*		
	ESL	NLA**	ELA
Beginning	2	1	-
Intermediate	2	1	-
Advanced	1	1	1

\* One unit of instruction equals 180 weekly minutes in equal proportions.

\*\*Only for students in bilingual programs.

The Bilingual ELA classes are a fusion of ELA and ESL, and they are organized by proficiency level (not by grade). Therefore, there are three ELA classes for ELLs in the TBE program: Beginner, Intermediate, and Advance. The criteria that was used for placement in the ESL pull-out program is also used in the TBE program. ELLs whose parents opted for the TBE program and who scored Beginner in the NYSESLAT or LAB-R are placed in the Beginner ELA class. ELLs whose parents opted for the same program and who scored Intermediate in the NYSESLAT or LAB-R are placed in the Intermediate ELA class. ELLs whose parents chose the TBE program and who scored Advanced in the NYSESLAT or LAB-R are placed in the Advance ELA class. This list is kept in the school’s ELL Compliance Folder.

**V. TREND IN PROGRAM CHOICES**

After reviewing Program Selection forms of the last three years, we tabulated that between 75 and 85 percent of parents/guardians chose TBE as their program of choice.

**VI. PARENT CHOICE**

After reviewing the Parent Survey and the Program Selection forms, between 75 and 85 percent of the parents of ELLs have opted for a bilingual program in the past three years. The program model offered at the Academy of Public Relations is aligned with parent requests. To build alignment between parent choice and the program offered by the school, the ESOL teacher closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is created to comply with parents' request.

**Part III: ELL Demographics**

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)						2	2	2						6
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	2	2	2	0	0	0	0	0	6

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	110	Newcomers (ELLs receiving service 0-3 years)	73	Special Education	21
SIFE		ELLs receiving service 4-6 years	20	Long-Term (completed 6 years)	17

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	

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	66		8	10		4	11		9	87
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7			10			6			23
Total	73	0	8	20	0	4	17	0	9	110

Number of ELLs in a TBE program who are in alternate placement: 2

### 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							28	30	29					87
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	28	30	29	0	0	0	0	87

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	EL	EP																
Spanish																			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	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	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							7	5	7					14

## 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3						4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

## A. Programming and Scheduling Information

### I. DELIVERY OF INSTRUCTION (ESL,ELA, CONTENT AREAS)

In the TBE program, standards-based subject matter instruction is provided in the student's native language with intensive support in ESL. As English proficiency increases, so does the amount of time students are taught in English. English proficiency is accelerated through ESL, ELA, and NLA development. The school's transitional program of instruction includes: an ESL component designed to develop skills in listening, speaking, reading, and writing in English; and content-area instruction in the native language and English designed to teach subject matter to ELLs. Also, English language development is strengthened through participation in English-taught enrichment classes such as technology, dance, and physical education. Teachers use ESL methods to teach content and consider scaffolding instructional strategies. As students develop English language skills, time in the native language decreases. When ELLs reach proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT), they are placed in a monolingual class in English. TBE programs are predicated on transferring literacy skills from a child's home language to a child's second language (English).

In TBE programs, students transfer native language skills to English by spending instructional time primarily in the native language before steadily transitioning to English. Our program gradually increases English instruction, using ESL methodology, in academic content areas such as mathematics, science, and social studies. In their first year, TBE students are expected to receive 60 percent of instruction in their native language and 40 percent in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. The percentage of the use of native language can vary depending on the student's English proficiency level and the nature of the content area. The program provides grade curriculum level content area instruction in the native language and in English in accordance with the CR-Part 154, Aspira Consent Decree, and the Language Allocation Policy of New York City. TBE teachers (both general education and Special Education) allocate English and the students' native language in the following format:

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

In the TBE program, teachers make several considerations when determining which language is best to teach certain concepts. Teachers consider the intellectual demand of concepts, student familiarity with concepts in the native language or English, and the academic language required for using and mastering concepts. New concepts are typically taught in the native language and reinforcement is done in English. ELLs are given the opportunity to use the typical "language," or vocabulary, and discuss concepts in their own words in English or their native language. Content area teachers provide grade-level academic work in the student's native language so that the student maintains academic progress, as well as English to develop academic English language. Furthermore, teachers regularly review student performance data and design units of study that meet the diverse needs of students and target grade-level course standards. In all core subject areas, teachers use a variety of scaffolding and ESL instructional strategies when teaching ELLs. Furthermore, resources used correspond to ELLs' ages and grade levels.

In this program, ELLs receive the same rigorous standards-based curriculum as monolingual students and instruction follows the Teacher's College model. The Teacher's College program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program, which features a ninety-minute block. Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing.

## A. Programming and Scheduling Information

In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some ESL methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Interdisciplinary learning: An instructional unit is based on a theme built around two or more disciplines.

### 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)	Dual Language	Freestanding ESL
negotiate and exchange knowledge and experiences while making connections with content and language.	100%	100%	100%
Programming clusters cohorts of ELLs in the TBE program with the same native language background in subject area classrooms. As a result, students can	75%	75%	75%
native language among peers. Tasks are enriched with academic English language development. Also, native language resources (libraries, texts, technology, primary resource materials) available in the classroom are additional resources that can accelerate learning	50%	50%	50%
>>>PROGRAM MODELS<<<	25%	25%	25%
the entire school and for all content instruction. The program is composed of a total of 6 classes. There is one general education TBE class and one bilingual special education class in each grade. All students in the general education bilingual program receive ESL/ELA in a homogenous setting at the same time daily: fifth and sixth periods. In these classes, students are divided into levels, but have flexible levels which is determined by the students' most recent NYSESLAT and LAR	100%	100%	100%
	75%	75%	75%
	50%	50%	50%
	25%	25%	25%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL or bilingual ELA teacher. The organization of staff in the program model described in the previous section ensures that the mandated number of instructional

## 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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### VIII. CONTENT AREA INTERVENTIONS

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### IX. TRANSITIONAL SUPPORT

When ELLs reach proficiency in the NYSESLAT, they continue to receive continuing transitional support. They receive ESL mandated NYS testing modifications for two additional years. These testing accommodations include time extension, a separate location, third reading of the listening selection of the ELA test, bilingual dictionaries and glossaries, simultaneous use of English and alternative language state test editions, oral translation for lower-incidence languages, and written responses in the native language.

### X. NEW PROGRAMS

For the upcoming school year, our goal is to certify all teachers in the TBE program with the Bilingual Extension. Additionally, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic.

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## Courses Taught in Languages Other than English

### 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.)
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1. Describe parent involvement in your school, including parents of ELLs.
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Principals Brunch

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

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PTA meetings

SLT meetings

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ELL Parent Workshop: How to Foster English-language Development at Home

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PTA meetings

SLT meetings

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### II. SCHOOL PARTNERSHIPS

The school partners with Learning Gardens, Renaissance EMS (music and sports), the Leadership Program, Mercy College (internship program), and Leadership Academy to provide workshops and services to parents of ELLs.

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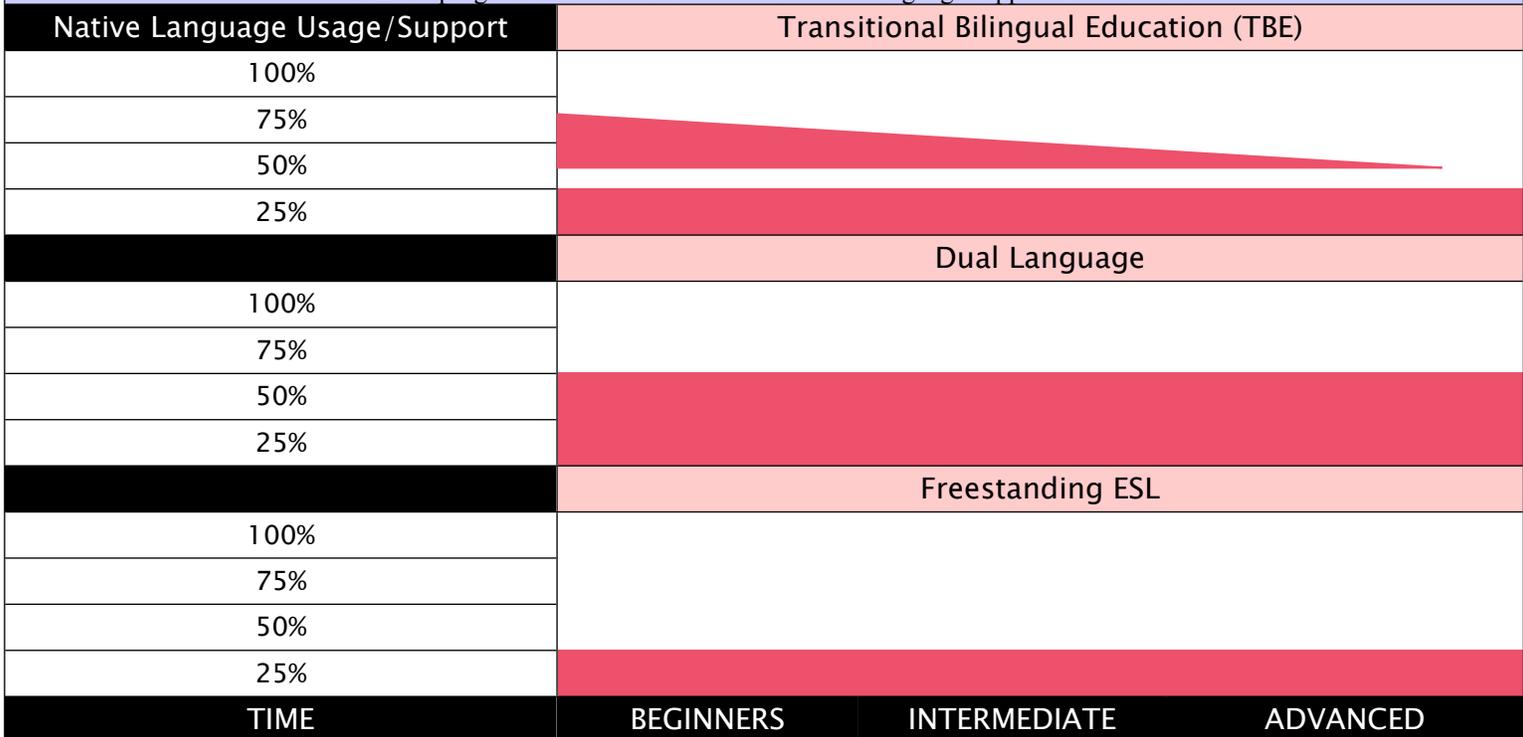
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9–12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

- 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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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?

### I. PARENTAL INVOLVEMENT ACTIVITIES

>>>FALL<<<

Principals Brunch

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: How to Foster English-language Development at Home

>>>SPRING<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: ELLs and Test-taking Strategies

Mother's Day Brunch

>>>SUMMER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

Father's Day Hoops

### II. SCHOOL PARTNERSHIPS

The school partners with Learning Gardens, Renaissance EMS (music and sports), the Leadership Program, Mercy College (internship program), and Leadership Academy to provide workshops and services to parents of ELLs.

### III and IV. PARENTS' NEEDS

Parents are provided with various opportunities to inform the school of their needs and concerns. For example, we provide parent surveys and we dialogue with the parents during meetings. The Parent Coordinator, Ms. Santisteban, evaluates the needs of the parents by reading feedback written by parents in surveys, conversing with parents during meetings, SLT gatherings, and PTA gatherings on what they would like to see. In order to address their needs, the school organizes parental workshops based on the requests of the parents.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							7	15	16					38
Intermediate(I)							8	13	9					30
Advanced (A)							10	2	8					20
Total	0	0	0	0	0	0	25	30	33	0	0	0	0	88

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B							4	6	6				
	I							7	11	11				
	A							10	10	11				
	P							14	9	9				
READING / WRITING	B							7	15	15				
	I							8	12	10				
	A							10	3	8				
	P							10	6	2				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	16	4	0	27
7	17	11	1	0	29
8	17	14	1	0	32
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	8		13		10		1		32
7	10		17		6		1		34
8	16		12		5		3		36
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native 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

- 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.

#### I. ASSESSMENT TOOL

At the Academy of Public Relations, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once every quarter to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from A to T and all of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels.

#### II. DATA PATTERNS ACROSS PROFICIENCY LEVELS AND GRADES

Throughout the grades, the majority of our ELLs are Beginners. According to the data, most of our ELLs struggle with the Reading and Writing modality as evidenced in fewer ELLs attaining an Advance or Proficient score in this

## 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

<b>School Name:</b> _____		<b>School DBN:</b> _____	
<b>Signatures of LAP team members certify that the information provided is accurate.</b>			
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