



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE ACADEMY OF THE ARTS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 08X335

PRINCIPAL: ERIK WRIGHT **EMAIL:** EWRIGHT4@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIMOTHY BEHR

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 |
|----------------------|--|-----------|
| Erik Wright | *Principal or Designee | |
| Matthew Panetta | *UFT Chapter Leader or Designee | |
| | *PA/PTA President or Designated Co-President | |
| Tanya Sands | 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 | |
| Betty Gerassi | Member/ | |
| Jaime Barron | Member/ | |
| Guillermina Malcon | Member/ | |
| Valerie Roman-Ramsey | Member/ | |
| Carolina Turcios | Member/ | |
| Patricia Vielma | Member/ | |
| Elizabeth Calzado | Member/ | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2011 there will be an increase of 5% in the percentage of Limited English Proficient students meeting the standards on the NYS 2012 ELA exam

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Over the past two years our Limited English Proficient students (LEP) have not met Adequate Yearly Progress on the NYS ELA. Results from the 2011 NYS ELA test shows that only 10% of the forty-one students met grade level standards. All of the ELL students that met grade level standards were in the 5th grade.

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. **Administer assessments such as DRA's, Fountas & Pinnell, and ELA simulations throughout the year.**
 - a) Collect, record and analyze results of ITA, Predictive and ELA simulations with 4th and 5th grade teachers along with out of class support staff to address specific needs of each student
 - b) Staff/ resources - 4th grade teachers, 5th grade teachers, AIS providers, Administration
 - c) Provide common planning time on each grade level in order to discuss results from assessments, decide next steps, and to plan curriculum
 - d) Timeline – September through May
 2. **Provide a Title III after school program for targeted level 1 and 2 students**
 - a) Analyze the 2010-2011 assessment data in order to select students in need of additional services
 - b) Staff/resources - 4th and 5th grade teachers, administration
 - c) Teachers will plan out the after school curriculum and assessments
 - d) Timeline – January 2012 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - The school provides a workshop to parents to explain the choices available to all LEP students under the CR Part 154

- The school will provide monthly curriculum night for parents in order to expose them to the standards and the curriculum
- Parents will be trained on how to use student data programs such as the Parent ARIS Link
- The Parent Coordinator send home a monthly calendar in both English and Spanish to inform parents of all monthly events

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administration attends hiring fairs to interview teachers with ESL and Bilingual licenses
 - Administration works closely with the school secretary and HR to ensure that the BEDS is completed correctly so that teachers that are not Highly Qualified receive the necessary support to become Highly Qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school uses pre-k funding to provide our early childhood students a diverse curriculum with varied instructional support such as::

- Oral language development
- Pre-literacy skills (recognizing letters, identifying letter sounds, etc.)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

PS 335 is a School-wide Programs School that Conceptually Consolidates the school's funding. By doing so we will provide our ELL's with:

- An after school program using Title III and Tax Levy funding
- Materials for the after school program
- Per session for teachers 2X a week
- Supervisor per session 2x a week

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 there will be a increase in the percentage of students meeting standards on the NYS ELA

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Data from the 2011 NYS ELA exam shows that only 32% of the students met the standards in grades 4 and 5. Both reading and writing are major areas of weakness. After analyzing year to year data collected through DRA's and writing samples, it is evident that we have to increase the reading stamina and improve the comprehension of our incoming 4th Grade students as well improve their writing skills.

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1. Increase Reading Stamina

- a) 30 minute Independent Reading incorporated into the Literacy Block for 4th and 5th Grade; 15-minute Independent Reading incorporated into Literacy Block for Kindergarten and 1st Grade; Independent Reading includes daily conferencing with students to assess reading comprehension
- b) Classroom Teachers; 100 Book Challenge Reading Program; Literacy Coach and Administration
- c) Teachers design grade reading assessments through grade meetings and common planning; Teachers assess students through running records and decide when to move students to a higher reading level
- d) Timeline: September 2011 through June 2012

2. Improve Student Writing

- a) Teachers will develop Units of Writing through the use of the Junior Great Books Reading Program. Junior Great Books Reading program includes comprehension of stories through accountable talk and higher order thinking skills, requiring students to show evidence in their writing to support a claim.
- b) 4th and 5th Grade Classroom Teachers; Literacy Coach and Administration; Junior Great Books Reading Program; Journals
- c) Teachers design grade appropriate units through the use of Junior Great Books Reading Program stories and Focus Questions. Teachers will also add an additional piece of writing to each unit (which are aligned to the Common Core Standards), in order to assess the writing development of the students.
- d) Timeline: September 2011 through June 2012

3. Develop and Utilize Rubrics to Assess Student Work

- a) Teachers will develop and use Rubrics in every classroom in order to improve student writing.
- b) All Classroom Teachers; Literacy Coach and Administration; 6-Traits Writing Rubric Sample; ELA Rubric Sample; Teacher-Created Rubrics from previous units
- c) Teachers will design grade and content appropriate Rubrics in order to assess the writing and design future instruction based on the needs of the students.
- d) Timeline: September 2011 through June 2012

4. Target Level 1 and Level 2 Students to Attend the Extended Day Program

- a) All teachers will use the Extended Day (50 minute) tutoring time to instruct students in Reading, Writing and Mathematics, through small group instruction.
- b) All Classroom Teachers; Out-Of-Classroom Teachers; Support Staff; Literacy Coach and Administration; Read Naturally Reading Program; Ladders to Success Workbooks;
- c) Teachers meet in teams once a month to discuss the progress of Extended Day students.
- d) Timeline: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Curriculum night for parents to learn about the goals, activities and projects that are aligned to each unit
 - Hands-on workshops to give parents information and an understanding of the NYS ELA and Math tests
 - Parents will be trained on how to use student data programs such as the Parent ARIS Link
 -

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administration attends hiring fairs to interview teachers with ESL and Bilingual licenses
 - Administration works closely with the school secretary and HR to ensure that the BEDS is completed correctly so that teachers that are not Highly Qualified receive the necessary support to become Highly Qualified

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

The school uses pre-k funding to provide our early childhood students a diverse curriculum with varied instructional support such as::

- Oral language development
- Pre-literacy skills (recognizing letters, identifying letter sounds, etc.)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

PS 335 is a school that Conceptually Consolidates. With this being said, we will consolidate Title I, FSF and Title III funding in order to:

- Pay teachers per session to work after school 4x a week
- Provide supplementary instructional materials during the school day.
- Pay teachers per session to revise curriculum
- Provide instructional materials for Extended Day

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To decrease the percentage of students classified as chronically absent by 4-5%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In the 2010-2011 school year, there were over thirty students that were identified as chronically absent (students with twenty or more absences for the year). An analysis of the data shows that our chronically absent students are performing at a much lower level than our students that attend students regularly.

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1) Identify Chronically Absent Students

- a) The Attendance Team met to identify students that have over 20 absences for the 2010 -2011 school year using the RISA report for 2011
- b) The Attendance team consists of the Principal, Parent Coordinator, one School Aide, the Attendance Teacher, our Success Mentors, and CBO's Social Worker
- c) The attendance team meets bi-weekly to review student attendance data. The team discusses each student's attendance and the Principal assigns each staff member from the team students to support with services
- d) The timeline for implementation is September 2011 through June 2012

2) Celebrate Improvements in attendance for Chronically Absent Students

- a) The school celebrates perfect attendance through monthly attendance ceremonies.
- b) All classroom teachers; parent coordinator; Administration; attendance team and parents; Attendance Certificates; Attendance Awards; Incentives
- c) Teachers are asked to monitor student attendance on a daily basis; Teachers are asked to remind absent students of the Attendance Awards.
- d) The timeline for implementation is September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. We will pilot the Mayor's Initiative on Chronic Absenteeism
 - Parent Summits (informational sessions for parents)
 - Parent workshops on topics such as asthma and other illnesses which keep students out school
 - Monthly parent/student breakfast to celebrate students with perfect attendance for the month

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 1. The HR Partner from the network works closely with the school to provide an attendance teacher that comes to the school once a week to analyze attendance data with the attendance team

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - An attendance teacher is provided by the network. The attendance teacher conducts home visits, closes 407, and assists with any additional attendance concerns that are present in the school
 - Our Parent Coordinator and Social Worker works with staff in temporary housing facilities to ensure that our families receive adequate support
 - Our Attendance team has created an incentive program to support our chronically absent students using funding from the Every Day Every Student Counts Attendance Improvement Drop-out Prevention funding (AIDP)

Collaboration with Community Based Organizations to provide services such as:

- Annual Health fair
- Cancer awareness workshops
- Career day
- Nutrition seminars
- Child abuse seminars

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - We use the Every Day Every Student Counts Attendance Improvement Dropout Prevention funding (AIDP) to plan incentives, luncheons and ceremonies
 - RISA Report is used to monitor student attendance

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Utilize short, frequent cycles of observation and feedback to develop a school-wide understanding of instructional excellence.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Through formal and informal observations of teachers, and out of classroom personnel, it was determined that teacher effectiveness varied across grade and across content. An analysis of teacher data shows that teachers that provide effective consistent and cohesive teaching develop students that produce higher results on in-class and State Assessments.

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,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

1) Introduce the Danielson Framework

- a) The Professional Development committee will conduct 6 formative observations for each teacher using components of the Danielson Framework For Teaching, in order to support and improve instructional excellence and teacher effectiveness
- b) All Classroom Teachers; Administration and Literacy Coach
- c) Selected teachers attended the network led summer professional development seminar on the Danielson's Framework for Teaching. Teachers turn-keyed the summer PD on Danielson's Framework in the beginning of the school year to the staff, in order to begin a school-wide understanding of instructional excellence.
- d) Timeline for implementation – September 2011 through June 2012.

2) Teacher Inter-visitations

- a) Conduct inter-visitations in order to develop teacher's understanding of effective teaching
- b) All classroom teachers; Literacy Coach; Network Staff and Administration
- c) Teachers will be provided with a Danielson Rubric and will self-assess on selected components; Teachers will develop a schedule for inter-visitations
- d) Timeline for Implementation – September 2011 through June 2012

3) Provide meaningful feedback

- a) Administration will provide a research-based rubric to provide immediate feedback to teachers in regards to planning and instruction in order to have discussions on how to improve teacher effectiveness.
- b) The professional development committee has developed a PD plan for teachers that integrates the components of the Danielson Framework in order to improve instructional excellence and teacher effectiveness
- c) Administration will set up an observation and feedback schedule using the Danielson Framework as the basis for support
- d) Timeline for Implementation is September 2011 through June 2011

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Curriculum night for parents to learn about the goals, activities and projects that are aligned to each unit
 - Hands-on workshops to give parents information and an understanding of the NYS ELA and Math tests
 - Parents will be trained on how to use student data programs such as the Parent ARIS Link

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Administration attends hiring fairs to interview teachers with ESL and Bilingual licenses
 - Administration works closely with the school secretary and HR to ensure that the BEDS is completed correctly so that teachers that are not Highly Qualified receive the necessary support to become Highly Qualified
- In order to ensure that current teachers become highly qualified our in house support consists of:
- Classroom Inter-visitations
 - Formal/Informal Observations
 - Formative Observations with timely feedback
 - Peer observations
 - Professional development around topics such as:
 - a. Common Core Standards
 - b. Instructional Expectations
 - c. Curriculum Planning

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- **Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.**
 - FSF is used to pay teachers per session for after school workshops centered around Danielson and the Instructional Expectations

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 | 13 | 2 | N/A | N/A | n/a | n/a | n/a | n/a |
| 1 | 10 | 8 | N/A | N/A | n/a | n/a | n/a | n/a |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | 25 | 25 | n/a | n/a | n/a | n/a | n/a | n/a |
| 5 | 32 | 32 | n/a | n/a | n/a | n/a | n/a | n/a |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|---|
| ELA | 1) Extended Day Tutoring <ul style="list-style-type: none"> • Read Naturally: service provided by teachers (small group 2x a week) • Test prep (2x a week) 2) After school reading program (4x a week) 3) Pullout services <ul style="list-style-type: none"> • Fountas & Pinnell intervention program (small group instruction 3x a week) • Imagine Learning (small group instruction 3x a week) • Award Reading (small group instruction for Early Childhood students 3x a week) |
| Mathematics | 1) Extended Day Tutoring <ul style="list-style-type: none"> • Math differentiated instruction: service provided by teachers (small group 2x a week) • Test prep (2x a week) 2) After school Program (4x a week)) 3) Math Centers (daily in class) |
| Science | n/a |
| Social Studies | n/a |
| At-risk Services provided by the Guidance Counselor | n/a |

| | |
|---|-----|
| At-risk Services provided by the School Psychologist | n/a |
| At-risk Services provided by the Social Worker | n/a |
| At-risk Health-related Services | n/a |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 08X335

School Name: The Academy of the Arts

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS 335 was identified as a School in Need of Improvement because our English Language Learners have not met AYP for the last two years. During the 2010-2011 school year, only 12% of our ELL population met the standards on the NYS ELA exam. Data from the 2011 NYSESLAT is consistent with the ELA scores. The data shows that a majority of our 4th and 5th graders score at the Intermediate and Advanced levels. The reading and writing section of the NYSESLAT is the area of need in that a large percentage of the students performed at the Intermediate level. During the 2011 school year, it was extremely difficult to provide our ELL population the intervention services that were needed because we were without a full-time ESL provider. Our mandated services were provided primarily by an F status ESL teacher.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

In order to improve achievement of our ELL's, we will be hiring an F status teacher that is certified in ESL to provide at risk services only. The modalities that provide the most challenge for our 4th and 5th grade students are reading and writing. We will provide additional support through the Imagine Learning program. Students at a Basic level will receive additional services through the Rosetta Stone program.

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.

Ten percent of our Title I funds have been used to fund our Assistant Principal and our Literacy Coach. Both the Assistant Principal and Literacy Coach facilitate high quality professional development throughout the course of the year. Some of the topics include:

- 1) Looking at Student Work using rubrics
- 2) Aligning curriculum to the CCLS
- 3) Using the CCLS to create Learning Tasks in reading and math
- 4) Differentiating writing

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

As part of the strategy for providing high-quality professional development, we have implemented the Danielson Framework for Teaching. Throughout the course of the year, each teacher will receive six formative observations and feedback sessions. The teachers will use feedback to plan next steps.

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.

PS 335 will notify parents about the school being identified for school improvement by mailing letters in both English and Spanish. In addition, we will conduct parent a orientation to inform parents of our status and the support that will be available to our students. Informational sessions will take place in both English and Spanish.

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

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

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|--------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz/Elmer Myers | District 08 | Borough Bronx | School Number 335 |
| School Name The Academy of the Arts | | | |

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

| | |
|---|---|
| Principal Erik Wright | Assistant Principal Glorimer Lopez |
| Coach Carolyn Danner | Coach type here |
| ESL Teacher N/A | Guidance Counselor type here |
| Teacher/Subject Area Betty Gerassi Common Branch | Parent type here |
| Teacher/Subject Area type here | Parent Coordinator Fiorella Mejia |
| Related Service Provider Milagros Rodriguez | Other type here |
| Network Leader Elmer Myers | Other type here |

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|---------------|
| Total number of students in school | 197 | Total Number of ELLs | 29 | ELLs as share of total student population (%) | 14.72% |
|------------------------------------|------------|----------------------|-----------|---|---------------|

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. 

During the registration process, parents of new entrants to the NYC Public system are required to complete the Home Language Identification Survey (HLIS) to show what language the student speaks at home. Therefore, the first step used in our school to identify ELL's is to provide all parents with the Home Language Survey (HLIS) form in their native language followed by an interview in both languages if it is necessary. The oral interview is conducted by Norma Rosado, our F status ESL coordinator, with the student and parent in English and in the Spanish Language for parents who speak Spanish. Ms. Rosado is able to communicate in both English and Spanish. Interpreters are made available for other languages. Ms. Lopez, the assistant principal also speaks Spanish and can translate. The majority of the parents of our ELLs speak Spanish. Once the HLIS is completed if the parent has identified the home language as English, the student enters a monolingual program. If the parent indicates the home language is other than English, and based on the informal interview, it is determined if the student is eligible for LAB-R testing. The LAB-R is administered to students who have been determined eligible based on the HLIS and oral interview. The school ensures that the LAB-R is administered within the 10 days of student registration. Students that score below proficiency on the LAB-R are entitled to ELL services and are given the Spanish Lab-R to determine the dominant language. All of our ELLs take the NYSESLAT in the Spring of each year to determine continued ESL entitlement. Ms. Rosado, Mr. Wright and Ms. Lopez review the NYSESLAT scores of the students to verify who scored at the Beginner, Intermediate, Advanced and Proficient level. Once the NYSESLAT scores are reviewed, a list is generated of all our ELLs who will continue with the program and Continued Entitlement letters are sent to the parents.

After the LAB-R is scored, Ms Rosado, sets the date for the orientation. We ensure that the orientation takes place within 10 days of student registration. Parents are notified of their child's eligibility by sending Entitlement letters and through follow-up phone calls.

The parents of students who are eligible for ESL, Bilingual Education or Dual Language program are required to attend an orientation which is scheduled within the 10 days of the student registering, in which they view a video about all three ELL programs. The DOE video, explains that the NYC public school offers three ELL programs: Transitional Bilingual Education, Dual Language and English as a Second Language. Ms. Rosado shows the parents the DOE ELL parent video. In addition, they also receive the DOE ELL Parent brochures further describing the ELL programs in the language of their preference. Ms. Rosado proceeds to answer any questions parents may have about the three programs. After the orientation the parents receive the parent survey and program selection form. The survey is read to parents and the questions are further clarified if they request it. They proceed to select the desired ELL program. The parent survey and selection form are collected and reviewed to determine parents choice of program. All completed selection forms are filed in the ELL Coordinator's room. The school follows up with parents who did not attend orientation by sending them another invitation to a one on one orientation at their convenience. A follow-up phone call is made offering a date for an orientation as well. We continue to outreach to parents who have not attended an orientation and have not completed a program selection form through the mail, via phone calls and sending letters home with the student.

After reviewing the patterns and trends in parent choices from the past two years, it demonstrates that all the parents have chosen the ESL program.

PS 335 is unique because up until 2009-2010, the school only had two grades: 4th and 5th grade. We received a majority of our students from a Pre-K -3 school residing in the same facility. In 2010-2011, we opened our first Kindergarten classrooms. This year we added

First grade. During the 2013 and 2014 school years, we will add 2nd and 3rd grade respectively. Due to the addition of these grades and the number of eligible ELLs, the parent ELL program choices have changed. In previous years, over 90% of the parents of ELL's selected a bilingual program. In previous years, we honored parent choice and placed students in a 4th/5th Transitional Bilingual class. For this school year, 2011-2012, most of the parents selected an ESL Program. Therefore, the students have been placed in an ESL self contained Program. We did not have the number of students required to open a Bilingual or Dual Language class based on parent choice nor did we have the funding to provide any service other than an ESL program to our ELL's. As the student population increases, we are hoping to have the number of parents interested in a TBE program and be able to once again offer a transitional bilingual program for our ELL's.

However, if parents choose TBE or DL programs, we do provide them with information on schools that do have these programs. We maintain a list of students whose parents are interested in a TBE or DL Program and inform them that as our school grows and parents request these programs, we will open a class as soon as we get 15 students in two contiguous grades.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|---|----|---|---|---|---|---|---|---|---|----|----|----|---------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 5 | 10 | | | 8 | 8 | | | | | | | | 31 |
| Push-In | | | | | | | | | | | | | | 0 |
| Total | 5 | 10 | 0 | 0 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 31 | Newcomers (ELLs receiving service 0-3 years) | 18 | Special Education | 9 |
| SIFE | | ELLs receiving service 4-6 years | 10 | Long-Term (completed 6 years) | 1 |

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

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|----|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total | |
| All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | | |
| TBE | | | | | | | | | 0 | |
| Dual Language | | | | | | | | | 0 | |
| ESL | 17 | | 5 | 13 | | 5 | 1 | | 31 | |
| Total | 17 | 0 | 5 | 13 | 0 | 5 | 1 | 0 | 0 | 31 |

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

C. Home Language Breakdown and ELL Programs

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

| 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 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 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 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | 6 | 10 | | | 6 | 7 | | | | | | | | 29 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | 1 | | | | | | | | | 1 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | 1 | | | | | | | | | 1 |
| TOTAL | 6 | 10 | 0 | 0 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |

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?

As mentioned in the ELL Identification section of this document, PS 335 is unique school because up until 2009-2010, the school only had two grades: 4th and 5th grade. We received a majority of our students from a Pre-K -3 school residing in the same facility. In 2010-2011, we opened our first Kindergarten classrooms. This year we added First grade. During the 2013 and 2014 school years, we will add 2nd and 3rd grade respectively.

Due to budgetary constraints and a loss of register, we were unable to maintain our F-Status ESL teacher as our ESL teacher. Her services have been very limited and she has only been able to support the school with ELL compliance as mentioned above. Mr. Wright, the principal has put tremendous effort on trying to hire an ESL teacher and has been unsuccessful. He has reached out to the network's Human Resources director, the Network leader, Director of Operations and ELL Instructional Support specialist for assistance in finding an ESL teacher and assistance with the budget in order to fund an ESL position. It has proven to be a very challenging endeavor. A major concern this school year was that we were unable to provide a pull-out ESL program for the first half of the school year due to the fact that we did not have an ESL provider. We lacked an ESL provider due to a lack of funding. We worked with the Human Resources director from network 607 to see if it was at all possible for our school to be provided with at least a part-time ESL teacher. At the present time, the ELL students are provided with ESL instruction in a self contained model but not by a certified ESL teacher. The school is making every effort to provide quality instruction to our ELLs. The classroom teachers do teach all the subject areas to the ELLs using ESL strategies. Last school year the teachers received ESL training and support from the F-Status ESL teacher. This year they will receive additional professional development on ESL strategies by the network ELL Specialist.

Our ELLs are provided subject area instruction and materials in a variety of genres, using ESL methodology and instruction through the four modalities, Listening, Speaking, Reading and Writing, in order to address the five New York State ESL learning Standards. All strategies are integrated within the content areas in order to maximize English Language Acquisition. Our students are receiving the CR Part 154 mandated ESL instruction through the content of ELA, Science, Math, Social Studies, based on students' proficiency levels, 360 minutes weekly for Beginners and Intermediate and 180 minutes for Advanced.

Although we are without an ESL Teacher, our goal is to provide the ESL students with the support necessary to become proficient in English so that students can meet the Common Core Learning Standards and meet the State Standard on the ELA and Math test. The Curriculum is implemented using the Point of Entry Model of instruction and components of the Balanced Literacy methodology to

A. Programming and Scheduling Information

enhance comprehension and language development.

The teachers focus on developing student's English language skills by using high-interest and academically challenging content-based units. The units of study are embedded with scaffolded strategies. Some examples of those strategies are: modeling, building background knowledge, using visuals, graphic organizers, connecting to prior knowledge, and interactive writing, pre-teaching vocabulary. Native language support is provided by the teachers who speak the language of the students and through resources and materials, like trade books.

In January of 2012, we will be transitioning one of our Common Branch teachers into the role of ESL teacher for 8 periods a week. The teacher has recently received an ESL license. During the 8 periods a week, she will follow an ESL pull-out program model during the ELA period of the day servicing the ELL's on each level in order to provide the mandated service as per CR Part 154, Beginners & Intermediate level ELLs receive 360 minutes and Advance level ELLs receive 180 minutes of ESL instruction.

All of our Newcomers are either in Kindergarten or First grade. ELL's in these two grades will be homogeneously grouped by English language levels based on LAB-R/NYSESLAT scores. ESL will be taught through the content area of ELA. The instructional material used for Kindergarten and First grade is: Literacy By Design. The Kindergarten/First grade materials are based on Thematic Units which are designed to exceed national curriculum mandates. It is a complete Reading and Writing Program in which the students are engaged in Shared Reading/ Writing, Interactive Reading/ Writing, and Independent Reading/ Writing. The program provides a Pre- test, Weekly test, End of Unit assessment, and Benchmark assessment.

The Program is used as follows:

| | |
|------------|--|
| 20 minutes | oral language, vocabulary development |
| 20 " | Phonemic Awareness/ Phonics, Building Fluency |
| 20 " | Shared Reading, Target Skills, Focus on Literacy |
| 35 " | Differentiated Reading Instruction |
| 5 " | Support Reading Independence |
| Writing: | |
| 15 " | Build Writing Skills |
| 10 " | Differentiated Writing Instruction |
| 5 " | Support Writing Independence |

ELL's in our 4th and 5th grades will be homogeneously grouped as well. The ELL teacher will use Rigby on our Way to English for this population of students. All instruction at PS 335 takes into account the entry level of the students. Materials being utilized have been approved by the New York City Department of Education in English and are available as needed. On-going assessments are implemented in order to provide flexible grouping. To ensure Academic rigor our ESL students are held to the same standards as their peers. Students are grouped homogeneously for targeted areas of instruction. For ESL instruction all students will be grouped according to the LAB-R or NYSESLAT results (Beginners, Intermediate or Advanced).

All of our ELLs who have been receiving services for 4 to 6 years are in our 4th and 5th grades. They all fall within the Intermediate and Advance level. We have one 5th grader who is at the Beginner level but not a newcomer. On Our Way to English by Rigby (Harcourt) has been used by the teachers for ESL instruction in grades four (4) and five (5) in the past. If we are provided the funding needed for an ESL Teacher in the near future, we will use this program. Otherwise, we will continue to use the Imagine Learning program to provide our ELL's with oral language, auditory learning, reading and writing support

Our ELL students are provided with a variety of different strategies so they will be able to meet or exceed all City and State Standards, for example; Read Aloud, Listening to tapes, Total Physical Response (TPR), and Review of TPR cards. They are also provided with a series of other reading and writing strategies based on the workshop model approach in order to enhance their academic performance in reading and writing.

ELL students with disabilities are placed in the mandated program recommended by their IEP or by students performance on either The Language Assessment Battery –Revised or the NYSESLAT. The students are provided with Academic intervention services and differentiated instruction that matches their needs. The Academic intervention program provided for these students focuses on providing listening, speaking, reading and writing skills. Some of these students attend the after school program if possible. All participants receive additional support in either language of preference according to the Federal Law. In addition, students with Special needs are given

A. Programming and Scheduling Information

additional support from our AIS providers. The providers use the literacy based program Read Naturally which helps to improve students' fluency by giving students the opportunity to listen to books on tape before actually reading the story independently. Another program that is used for our special needs students is the Wilson program. (a multisensory program that provides a systematic approach to teaching total word structure for decoding and encoding)

Since we do not have an ESL Teacher, any student that is considered a Students with Formal Interrupted Education, SIFE, will receive AIS. If we are provided the funding for an ESL Teacher, SIFE students will attend an ESL Pull-Out Free Standing Program. The AIS teacher provides instruction in English by using a variety of leveled books, reinforcing phonemic awareness and comprehension skills.

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) | | |
|-------------------------------|--|--------------|----------|
| 100% | Long Term ELL students are usually students held over for one year or more. For this population, we provide additional pull-out services. We strongly recommend the after school program for long term ELL's in order to provide them the opportunity to receive additional small group instruction with an emphasis on reading and writing. | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| Dual Language | | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| Freestanding ESL | | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Interventions

In each of the classes that have ELLs, small group targeted interventions are provided through small group instruction. Based on the academic needs of the students, we provide differentiated small group instruction for literacy and math. For our K and 1 students, we strive to develop their oral language in English and use this as a scaffold to build their reading and writing skills. For our 4th and 5th graders, we work with them in differentiated guided reading groups to build their reading skills.

ELLs who have reached proficiency and have transitioned to an all monolingual class are offered to attend the Title III after school programs where we focus on continuing to improve their reading and writing levels based on their individual learning needs. If needed, they are also provided with AIS in ELA or Math.

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?

Interventions

In each of the classes that have ELLs, small group targeted interventions are provided through small group instruction. Based on the academic needs of the students, we provide differentiated small group instruction for literacy and math. For our K and 1 students, we strive to develop their oral language in English and use this as a scaffold to build their reading and writing skills. For our 4th and 5th graders, we work with them in differentiated guided reading groups to build their reading skills.

ELLs who have reached proficiency and have transitioned to an all monolingual class are offered to attend the Title III after school programs where we focus on continuing to improve their reading and writing levels based on their individual learning needs. If needed, they are also provided with AIS in ELA or Math.

As mentioned earlier, the school will use the Rigby program as an instructional support that provides our ELLs with access to the content area. All of ours are provided with Native language support either by the teachers who speak their language or through the use of software and translated books. The use of computers is embedded in all our classes. Our ELLs use the Imagine learning software to help them build language and literacy. It is very supportive in helping them acquire the English language.

Our ELLs participate in all school programs. They are invited to attend all after school and enrichment programs. All required services, support, and resources correspond to ELLs' ages and grade levels. All instructional material is age and grade appropriate. We design our ELL instruction always considering the English language and academic development of our ELLs. Teachers consider the reading and developmental level of the student before assigning books for them to read. Learning activities are differentiated by student ability and interest. They are designed to engage and motivate students to engage with the task.

We have a Title III after school program to help all ELL's overcome their deficiencies. The after school program provides ELL students with strategies and skills using successful research English Language Art materials. All participants will receive support in their deficiency areas in a rigorous learning environment.

Goals and Objectives:

- To create an English of a Second Language Program (ESL) that increases the knowledge and achievement of ELL students in areas of Reading, Writing, Listening and Speaking English.
- To enhance the academic performance of students in general.
- To enhance the performance of the students in the NYSESLAT exam at least 3%.
- To help ELL students reach proficiency on the NYSESLAT.

The After School Title III Program will be offered from 3:00pm to 5:00pm, three days a week to our 4th & 5th grades and two days a week for our K & 1st graders. The instructional The program provides strategies and skills taught and reinforced through successful research based language arts and mathematics materials. All participants are given support in their deficiency areas in a standard based learning environment. Ongoing evaluation and assessment will guide the decision about the needed instruction to meet the needs of each student. Instruction is aligned with each student's individual learning style. Materials used during this time are: Coach for ELA, Coach for Math and Science. We do not anticipate closing or changing our ELL program.

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?

Interventions

In each of the classes that have ELLs, small group targeted interventions are provided through small group instruction. Based on the academic needs of the students, we provide differentiated small group instruction for literacy and math. For our K and 1 students, we strive to develop their oral language in English and use this as a scaffold to build their reading and writing skills. For our 4th and 5th graders, we work with them in differentiated guided reading groups to build their reading skills.

ELLs who have reached proficiency and have transitioned to an all monolingual class are offered to attend the Title III after school programs where we focus on continuing to improve their reading and writing levels based on their individual learning needs. If needed, they are also provided with AIS in ELA or Math.

As mentioned earlier, the school will use the Rigby program as an instructional support that provides our ELLs with access to the content area. All of ours are provided with Native language support either by the teachers who speak their language or through the use of software and translated books. The use of computers is embedded in all our classes. Our ELLs use the Imagine learning software to help them build language and literacy. It is very supportive in helping them acquire the English language.

Our ELLs participate in all school programs. They are invited to attend all after school and enrichment programs. All required services, support, and resources correspond to ELLs' ages and grade levels. All instructional material is age and grade appropriate. We design our ELL instruction always considering the English language and academic development of our ELLs. Teachers consider the reading and developmental level of the student before assigning books for them to read. Learning activities are differentiated by student ability and interest. They are designed to engage and motivate students to engage with the task.

We have a Title III after school program to help all ELL's overcome their deficiencies. The after school program provides ELL students with strategies and skills using successful research English Language Art materials. All participants will receive support in their deficiency areas in a rigorous learning environment.

Goals and Objectives:

- To create an English of a Second Language Program (ESL) that increases the knowledge and achievement of ELL students in areas of Reading, Writing, Listening and Speaking English.
- To enhance the academic performance of students in general.
- To enhance the performance of the students in the NYSESLAT exam at least 3%.
- To help ELL students reach proficiency on the NYSESLAT.

The After School Title III Program will be offered from 3:00pm to 5:00pm, three days a week to our 4th & 5th grades and two days a week for our K & 1st graders. The instructional The program provides strategies and skills taught and reinforced through successful research based language arts and mathematics materials. All participants are given support in their deficiency areas in a standard based learning environment. Ongoing evaluation and assessment will guide the decision about the needed instruction to meet the needs of each student. Instruction is aligned with each student's individual learning style. Materials used during this time are: Coach for ELA, Coach for Math and Science. We do not anticipate closing or changing our ELL program.

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

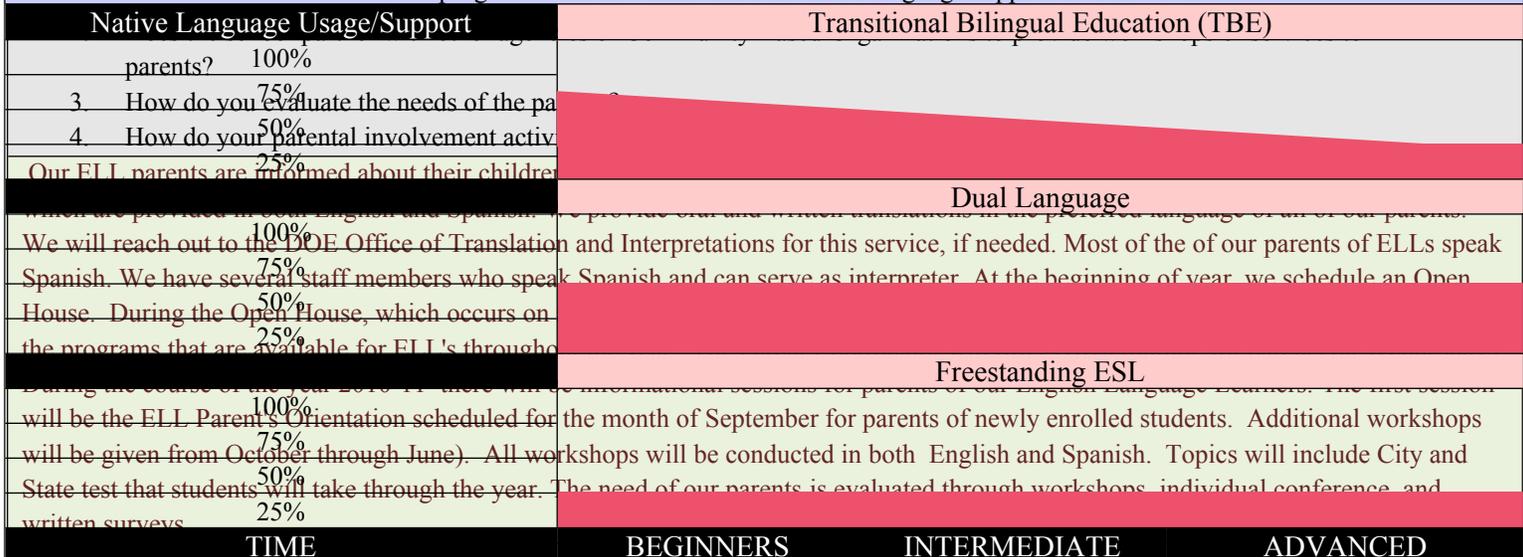
D. Professional Development and Support for School Staff

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

As Part of the Jose P. , 7.5 hours of mandated workshops are required for all teachers, assistant principals, guidance counselors, special education teachers, psychologists, secretaries, parent coordinators. During our full day PDs we offer a workshop on ESL strategies to all the staff mention. In addition, our F-Status ELL coordinator will be offering workshops throughout the school year on oral language development and building vocabulary during the following months: January, March, April and May from 3pm - 4pm. Most of our monolingual teachers have received the mandated 7.5 hours workshops in previous years through the ESL coordinator. Our ESL trainings were facilitated by our F status ESL Coordinator. During the workshops the facilitator models ESL strategies and methodologies which help our students develop language acquisition. The workshops were provided after school. Attendance was taken and a certificate is provided at the end of completion of the 7.5 hrs. mandated workshops. The school maintains a record of these workshops through agendas and sign in sheets. This school year, the Network Instructional Point liaison and the ELL Instructional Support Specialist will provide professional development sessions on a monthly basis starting in January 2012 to all the ELL teachers. The following topics will be covered: RTI for ELLs, and Scaffolding ELA performance tasks that are aligned with the Common Core Learning Standards. These PDs will run for several sessions with groups of teachers.

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

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?

Interventions

In each of the classes that have ELLs, small group targeted interventions are provided through small group instruction. Based on the academic needs of the students, we provide differentiated small group instruction for literacy and math. For our K and 1 students, we strive to develop their oral language in English and use this as a scaffold to build their reading and writing skills. For our 4th and 5th graders, we work with them in differentiated guided reading groups to build their reading skills.

ELLs who have reached proficiency and have transitioned to an all monolingual class are offered to attend the Title III after school programs where we focus on continuing to improve their reading and writing levels based on their individual learning needs. If needed, they are also provided with AIS in ELA or Math.

As mentioned earlier, the school will use the Rigby program as an instructional support that provides our ELLs with access to the content area. All of ours are provided with Native language support either by the teachers who speak their language or through the use of software and translated books. The use of computers is embedded in all our classes. Our ELLs use the Imagine learning software to help them build language and literacy. It is very supportive in helping them acquire the English language.

Our ELLs participate in all school programs. They are invited to attend all after school and enrichment programs. All required services, support, and resources correspond to ELLs' ages and grade levels. All instructional material is age and grade appropriate. We design our ELL instruction always considering the English language and academic development of our ELLs. Teachers consider the reading and developmental level of the student before assigning books for them to read. Learning activities are differentiated by student ability and interest. They are designed to engage and motivate students to engage with the task.

We have a Title III after school program to help all ELL's overcome their deficiencies. The after school program provides ELL students with strategies and skills using successful research English Language Art materials. All participants will receive support in their deficiency areas in a rigorous learning environment.

Goals and Objectives:

- To create an English of a Second Language Program (ESL) that increases the knowledge and achievement of ELL students in areas of Reading, Writing, Listening and Speaking English.
- To enhance the academic performance of students in general.
- To enhance the performance of the students in the NYSESLAT exam at least 3%.
- To help ELL students reach proficiency on the NYSESLAT.

The After School Title III Program will be offered from 3:00pm to 5:00pm, three days a week to our 4th & 5th grades and two days a week for our K & 1st graders. The instructional The program provides strategies and skills taught and reinforced through successful research based language arts and mathematics materials. All participants are given support in their deficiency areas in a standard based learning environment. Ongoing evaluation and assessment will guide the decision about the needed instruction to meet the needs of each student. Instruction is aligned with each student's individual learning style. Materials used during this time are: Coach for ELA, Coach for Math and Science. We do not anticipate closing or changing our ELL program.

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?

Interventions

In each of the classes that have ELLs, small group targeted interventions are provided through small group instruction. Based on the academic needs of the students, we provide differentiated small group instruction for literacy and math. For our K and 1 students, we strive to develop their oral language in English and use this as a scaffold to build their reading and writing skills. For our 4th and 5th graders, we work with them in differentiated guided reading groups to build their reading skills.

ELLs who have reached proficiency and have transitioned to an all monolingual class are offered to attend the Title III after school programs where we focus on continuing to improve their reading and writing levels based on their individual learning needs. If needed, they are also provided with AIS in ELA or Math.

As mentioned earlier, the school will use the Rigby program as an instructional support that provides our ELLs with access to the content area. All of ours are provided with Native language support either by the teachers who speak their language or through the use of software and translated books. The use of computers is embedded in all our classes. Our ELLs use the Imagine learning software to help them build language and literacy. It is very supportive in helping them acquire the English language.

Our ELLs participate in all school programs. They are invited to attend all after school and enrichment programs. All required services, support, and resources correspond to ELLs' ages and grade levels. All instructional material is age and grade appropriate. We design our ELL instruction always considering the English language and academic development of our ELLs. Teachers consider the reading and developmental level of the student before assigning books for them to read. Learning activities are differentiated by student ability and interest. They are designed to engage and motivate students to engage with the task.

We have a Title III after school program to help all ELL's overcome their deficiencies. The after school program provides ELL students with strategies and skills using successful research English Language Art materials. All participants will receive support in their deficiency areas in a rigorous learning environment.

Goals and Objectives:

- To create an English of a Second Language Program (ESL) that increases the knowledge and achievement of ELL students in areas of Reading, Writing, Listening and Speaking English.
- To enhance the academic performance of students in general.
- To enhance the performance of the students in the NYSESLAT exam at least 3%.
- To help ELL students reach proficiency on the NYSESLAT.

The After School Title III Program will be offered from 3:00pm to 5:00pm, three days a week to our 4th & 5th grades and two days a week for our K & 1st graders. The instructional The program provides strategies and skills taught and reinforced through successful research based language arts and mathematics materials. All participants are given support in their deficiency areas in a standard based learning environment. Ongoing evaluation and assessment will guide the decision about the needed instruction to meet the needs of each student. Instruction is aligned with each student's individual learning style. Materials used during this time are: Coach for ELA, Coach for Math and Science. We do not anticipate closing or changing our ELL program.

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?

Interventions

In each of the classes that have ELLs, small group targeted interventions are provided through small group instruction. Based on the academic needs of the students, we provide differentiated small group instruction for literacy and math. For our K and 1 students, we strive to develop their oral language in English and use this as a scaffold to build their reading and writing skills. For our 4th and 5th graders, we work with them in differentiated guided reading groups to build their reading skills.

ELLs who have reached proficiency and have transitioned to an all monolingual class are offered to attend the Title III after school programs where we focus on continuing to improve their reading and writing levels based on their individual learning needs. If needed, they are also provided with AIS in ELA or Math.

As mentioned earlier, the school will use the Rigby program as an instructional support that provides our ELLs with access to the content area. All of ours are provided with Native language support either by the teachers who speak their language or through the use of software and translated books. The use of computers is embedded in all our classes. Our ELLs use the Imagine learning software to help them build language and literacy. It is very supportive in helping them acquire the English language.

Our ELLs participate in all school programs. They are invited to attend all after school and enrichment programs. All required services, support, and resources correspond to ELLs' ages and grade levels. All instructional material is age and grade appropriate. We design our ELL instruction always considering the English language and academic development of our ELLs. Teachers consider the reading and developmental level of the student before assigning books for them to read. Learning activities are differentiated by student ability and interest. They are designed to engage and motivate students to engage with the task.

We have a Title III after school program to help all ELL's overcome their deficiencies. The after school program provides ELL students with strategies and skills using successful research English Language Art materials. All participants will receive support in their deficiency areas in a rigorous learning environment.

Goals and Objectives:

- To create an English of a Second Language Program (ESL) that increases the knowledge and achievement of ELL students in areas of Reading, Writing, Listening and Speaking English.
- To enhance the academic performance of students in general.
- To enhance the performance of the students in the NYSESLAT exam at least 3%.
- To help ELL students reach proficiency on the NYSESLAT.

The After School Title III Program will be offered from 3:00pm to 5:00pm, three days a week to our 4th & 5th grades and two days a week for our K & 1st graders. The instructional The program provides strategies and skills taught and reinforced through successful research based language arts and mathematics materials. All participants are given support in their deficiency areas in a standard based learning environment. Ongoing evaluation and assessment will guide the decision about the needed instruction to meet the needs of each student. Instruction is aligned with each student's individual learning style. Materials used during this time are: Coach for ELA, Coach for Math and Science. We do not anticipate closing or changing our ELL program.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

As Part of the Jose P. , 7.5 hours of mandated workshops are required for all teachers, assistant principals, guidance counselors, special education teachers, psychologists, secretaries, parent coordinators. During our full day PDs we offer a workshop on ESL strategies to all the staff mention. In addition, our F-Status ELL coordinator will be offering workshops throughout the school year on oral language development and building vocabulary during the following months: January, March, April and May from 3pm - 4pm. Most of our monolingual teachers have received the mandated 7.5 hours workshops in previous years through the ESL coordinator. Our ESL trainings were facilitated by our F status ESL Coordinator. During the workshops the facilitator models ESL strategies and methodologies which help our students develop language acquisition. The workshops were provided after school. Attendance was taken and a certificate is provided at the end of completion of the 7.5 hrs. mandated workshops. The school maintains a record of these workshops through agendas and sign in sheets. This school year, the Network Instructional Point liaison and the ELL Instructional Support Specialist will provide professional development sessions on a monthly basis starting in January 2012 to all the ELL teachers. The following topics will be covered: RTI for ELLs, and Scaffolding ELA performance tasks that are aligned with the Common Core Learning Standards. These PDs will run for several sessions with groups of teachers.

E. Parental Involvement

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

Our ELL parents are informed about their children's placement and school activities through monthly letters, meetings, and workshops which are provided in both English and Spanish. We provide oral and written translations in the preferred language of all of our parents. We will reach out to the DOE Office of Translation and Interpretations for this service, if needed. Most of the of our parents of ELLs speak Spanish. We have several staff members who speak Spanish and can serve as interpreter. At the beginning of year, we schedule an Open House. During the Open House, which occurs on a Saturday, all parents have the opportunity to meet their child's teacher and learn about the programs that are available for ELL's throughout the year. The Parent Coordinator will offer ARIS training for parents on Wednesdays. During the course of the year 2010-11 there will be informational sessions for parents of our English Language Learners. The first session will be the ELL Parent's Orientation scheduled for the month of September for parents of newly enrolled students. Additional workshops will be given from October through June). All workshops will be conducted in both English and Spanish. Topics will include City and State test that students will take through the year. The need of our parents is evaluated through workshops, individual conference, and written surveys.

Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 5 | 3 | | | | 1 | | | | | | | | 9 |
| Intermediate(I) | | 6 | | | 3 | 3 | | | | | | | | 12 |
| Advanced (A) | 1 | 1 | | | 3 | 3 | | | | | | | | 8 |
| Total | 6 | 10 | 0 | 0 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |

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

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

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | | | | | | | | | 0 |
| 4 | 1 | | 3 | | | | 1 | | 5 |

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

| NYS Science | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | | 6 | | | | | | 7 |
| 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 | | | | |
| 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.

Based on our NYSESLAT scores, all of 4th and 5th grade ELLs scored at the Intermediate and Advance level, except for one student who didn't take the test and whose last score was at the Beginner level. Most of our Kindergarten students scored at the Beginner level and most of our 1st grade students scored at the Intermediate level except for one who scored advance. The 2011-2012 school year is the second year of our Early Childhood program. This year we will use ECLAS-2 to determine the progress that our ELL's as well as our entire kindergarten and First grade class has made. All kindergarten and 1st grade students were tested in September. The data shows that a large percentage of our ELL's have very little letter alphabet/letter sound recognition. Throughout the year, we will use the AWARD reading program as an intervention for students that do not have letter/sound recognition. In our upper grades, we use Read Naturally in order to provide an opportunity for students to hear language on tape. In addition we have the Imagine Learning program (an online literacy program that builds individual reading skills through lessons in phonics, fluency, comprehension, and vocabulary)

Our students continue to struggle with the modality of reading and writing. They are making progress on a year to year basis. The scores imply that more explicit instruction in English as a Second Language must take place in Reading and Writing. It is essential for teachers to provide students with additional opportunity to read more books in the classroom. It is also important for teachers to help students develop better reading and writing skills so they produce complex compositions and sentence structure. Further work must be done to ensure that our ELL's and Special needs students continue to close the achievement gap that exist. We must also decrease the percentage of students scoring a level 1 and 2 and increase the percentage of students scoring 3 and 4 by differentiating our intervention program based on students needs. We have developed and continue to refine our literacy curriculum maps to address the needs of the entire community. We have also implemented individual goal sheets for every ELL's in the school. Students will now know what is expected of them being that the students are responsible for creating the goals with the teacher.

The success of the ELL program is determined by the percentage of students that show progress on the NYSESLAT and the NYS ELA exam.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

| School Name: <u>The Academy of the Arts</u> | | School DBN: <u>08X335</u> | |
|---|----------------------|----------------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Erik Wright | Principal | | 11/21/11 |
| Glorimer Lopez | Assistant Principal | | 11/21/11 |
| Fiorella Mejia | Parent Coordinator | | 11/22/11 |
| Betty Gerassi | ESL Teacher | | 12/19/11 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 11/22/11 |
| | Teacher/Subject Area | | 1/1/01 |
| Carolyn Danner | Coach | | 11/21/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| Elmer Myers | 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: 08X335 **School Name:** The Academy of the Arts

Cluster: 06 **Network:** 607

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

Part A: Needs Assessment Findings

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

During the 2010-2011 school year, P.S. 335 was comprised of grades Pre-K, K, 4 and 5, servicing 208 students. In September of 2011, we added 1st grade. We will continue to use the Home Language Survey to determine the interpretation needs of our parents. All incoming families are required to fill out the Home Language Survey during registration. All of our letters, flyers and calendars are translated in the parent's preferred language by the parent. Most of our parents speak Spanish. Most of our letters are translated by the ESL Coordinator and/or Assistant Principal, all of which are fluent in written and oral Spanish translation.

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.

Our school's written translation and oral interpretation needs are primarily Spanish. The school's administration works closely with the parent coordinator and parent volunteers to communicate and create opportunities for parent involvement in their children's education. Data from the RDGS screen from ATS shows that 72% of our students are classified as Hispanic and 27% of our students are classified as Black. In order to ensure we meet the written needs of our school community, all parent letters, calendars, flyers etc are sent in both English and Spanish. Oral interpretation needs of the community are met by school personnel. Over 30% of our staff speak Spanish. Throughout the day, there is always a staff member available for translation services. This information has been reported to our School Leadership Team as well to the school community.

Part B: Strategies and Activities

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

P.S. 335's letters, flyers and calendars are translated in Spanish by our ESL Coordinator, Parent Coordinator and/or Assistant Principal, both of whom are fluent in written and oral Spanish translation. In addition we have two Bilingual teachers and a Social Worker whom also translates materials on an as need basis.

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 by PS 335 bilingual staff. Our parent meetings and conferences are conducted in both English and Spanish. In situations where most parents speak English, our Parent Coordinator individually translates the meeting for non English speaking parents. During parent /teacher conference, interpretation services are provided by a PS 335 staff member.(Asst. Principal, Parent Coordinator, Paraprofessionals, etc.). At least one Spanish speaking staff member is posted on every floor to ensure adequate service is available.

Parent Association Meetings are conducted in English/Spanish.

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>.

P.S. 335 has provided each parent with a copy of the Bill of Rights and Responsibilities in their primary language(s) (i.e., English, Spanish and Arabic). The school has posted in the main entrance a sign, in English and Spanish -our most prominent covered languages, indicating the availability of interpretation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|-----------------------------|
| Name of School: The Academy of the Arts | DBN: 08X335 |
| Cluster Leader: Jose Ruiz | Network Leader: Elmer Myers |
| This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ●Other: |
| Total # of ELLs to be served: Grades to be served by this program (check all that apply): ✳K ✳1 ●2 ●3 ✳4 ✳5 ●6 ●7 ●8 ●9 ●10 ●11 ●12 |
| Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Title III After school Program will begin in January of 2012. The program will consist of English Language Arts and Math instruction for general education and special needs ELL students. The goal of the program will be to build oral language proficiency, increase vocabulary, improve writing skills, reading comprehension and fluency.

Our literacy program will be broken down into several components:

Imagine Learning software will be used for recent upper grade arrivals in order to build oral language and vocabulary. The software program will assist ELLs with accelerating their English language. It is differentiated by proficiency level and reading ability, in addition it uses the student's native language as to assist them in transitioning their literacy skills to English.

Intermediate and advanced ELL's will be mainstreamed with monolingual students during after school. This will act as a language support because ELLs will practice the English language with their peers and hear English in order to receive additional support in reading and writing. Students will engage in learning activities with the support of a native speaker of English. Guided and independent reading will be a major focus of the program as students will learn reading comprehension strategies to improve their reading level. Students will be assessed frequently to determine whether or not strategies being taught have been mastered. Kaplan Advantage will also be used to provide additional strategies and to assess students on grade level text. The writing component of the program will consist of Expository writing.

Our Early childhood ELL's in kindergarten and 1st grade will receive instruction through Rigby's Literacy by Design program. The materials are based on Thematic Units which are designed to provide instruction in both reading and writing while using the workshop model. Students will receive both pre and post assessments.

The math component of the after school program will consist of small group instruction based on the Kaplan Advantage strategy book. ELLs performing well below standards in math instruction are targeted for small group instruction.

The After school program will run 3 days a week, beginning January 2012 and ending May 2012 from 2:45 - 5:15pm. The program will consist of:

3 Common Branch Teachers and 1 Common Branch Teacher with ESL Certification, an administrator will supervise the program. The common branch teachers will co teach and co plan with the ESL Certified teacher during the program.

Part C: Professional Development

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

As part of the DOE mandate all staff was given professional development on the Instructional Expectations in September. Teachers were exposed to the Danielson Framework for Teaching. The school has chosen to focus on Component 1E Designing Coherent Instruction. We will be looking at how to embed into our curriculum ESL strategies that are aligned to the CCLS and differentiating instruction for our ELLs. As a result, the PD team conducts formative observations and provides feedback to teachers on a weekly basis. We will continue formative observations throughout the year with a focus on improving instruction for our ELL population.

Our Early childhood grades receive professional development consistently due to the fact that the curriculum (Reading Street) is new to our school. It is extremely important that all components are utilized in the planning of instruction. Reading Street addresses the needs of subgroups such as special needs students and ELL's. Most of the reading curriculum workshops are conducted by the literacy coach and/or administration.

Our ELL support staff from the CFN 607 will provide mandated ESL workshops to ensure teachers have the strategies needed to support our ELL population.

In addition to these workshops we have provided and will continue to provide workshops to our teachers that service ELL's in areas such as :

Common Core Learning Standards - facilitated by PD Team

Looking at Student Work (Expository writing, learning task) - Facilitated by PD Team

Progress monitoring - Facilitated by the Team

Part C: Professional Development

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

- o Monthly curriculum night for parents to learn about the goals, activities and projects that are aligned to each unit - Facilitated by teachers
- o Hands-on workshops to give parents information and an understanding of the NYS ELA and Math tests - Facilitated by Literacy Coach and Parent Coordinator
- o Parents will be trained on how to use student data programs such as the Parent ARIS Link - Parent Coordinator.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem | | |
| Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. | | |
| Supplies and materials <ul style="list-style-type: none"> • Must be | | |

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed. | | |
| Educational Software (Object Code 199) | | |
| Travel | | |
| Other | | |
| TOTAL | | |