



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THEATRE ARTS PRODUCTION COMPANY SCHOOL (TAPCo)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X225

PRINCIPAL: RON LINK

EMAIL: RLINK2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ELAINE LINDSEY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Ron Link	*Principal or Designee	Have written signature page in Principal's Office
Steven Goldman	*UFT Chapter Leader or Designee	Have written signature page in Principal's Office
Patricia Gadsen-Gill	*PA/PTA President or Designated Co-President	Have written signature page in Principal's Office
N/A	DC 37 Representative, if applicable	Have written signature page in Principal's Office
Briana Cabrera Zunisabel Castillo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	Have written signature page in Principal's Office
N/A	CBO Representative, if applicable	Have written signature page in Principal's Office
Edennes Delgado	Member/Parent	Have written signature page in Principal's Office
Kenisha Williamson	Member/Parent	Have written signature page in Principal's Office
Cecelia Moone-Ford	Member/Parent	Have written signature page in Principal's Office
Valerie Garcia	Member/UFT Member	Have written signature page in Principal's Office
William Soltis	Member/UFT Member/Chairperson	Have written signature page in Principal's Office
	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- To improve student performance and progress in the areas of ELA & Mathematics on the Middle School Progress Report by raising the Mean Adjusted Growth Percentile in ELA by a minimum of 7.6 from 53.5 to 59.1 meaning above the 50th percentile compared to other schools in our peer index in 2013 and raising the Mean Adjusted Growth Percentile in Math by a minimum of 7.3 points from 48.5 to 55.8 meaning above the 50th percentile compared to other schools in our peer index.

Comprehensive needs assessment

- A needs review of our school's 2011-12 Progress Report data yielded this goal.

Instructional strategies/activities

- By using a consistent team of teacher leads, we will create pockets of weekly meeting times from September 2012 through June 2013 lead by the instructional leads and school leadership to create a protocol for looking at student work, specifically the item skills analysis.
- All teachers will then identify the three areas /performance indicators/strands where students displayed the weakest performance.
- Atlas curriculum maps will be revised to include the three areas /performance indicators/strands through the lens of the CCLS.
- Appropriate instructional techniques will be identified by teacher leads, individual teachers, content area teams, and administration, and utilized to teach each of the above three areas.
- NYCDOE periodic assessment office instructors will work with our teams to align instruction with CCLS specifically around the three areas /performance indicators/strands.
- We will use the data to create the 10X225 ELA Adjusted Growth and 10X225 Math Adjusted Growth bar graphs by official class to determine any trends to inform teaching assignment decisions and goal setting meetings with teachers.
- Administration will meet with all teachers around their individual class results compared to the average mean adjusted growth percentile in Math and ELA.
- Administration will meet with all teachers for teacher data reflections & action plans to adjust instruction to improve student learning in Math and ELA.
- Administration will monitor and analyze scholarship data overviews by marking period for percentage change by grade level, department, and individual teachers.
- General Education and Special Education teachers will meet regularly to co-plan lessons that address student differences and challenges and employ strategies to help students succeed.
- Students will receive targeted instruction during extended Math and ELA blocks from September 2012 through June 2013.
- Baseline, midterm and final exams will be administered in January/March, February/March and April respectively before the ELA and Mathematics exams.

Strategies to increase parental involvement

- Outreach to parents via parent coordinator with monthly parent/guardian newsletters that apprise parents of 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.
- Host the required Annual Title I Parent Meeting 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.
- 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.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Distribute school newsletter in English/ Spanish and web site address, www.tapconyc.org (including online translation) designed to keep parents informed about

school activities and student progress (www.skedula.com).

- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments.
- 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.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the our 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.
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Parents will receive letters and phone calls home regarding the availability of teachers after school for individual and group tutoring.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I _____ Title IIA _____ Title III _____ Grants X Other

Other denotes New York State Tax Levy (NYSTL) funds.

Service and program coordination

- Teacher leads will be compensated for meeting via per session from TL Fair Student funds
- Computers, DataCation software, and scanners will be purchased with Title I SWP and NYSTL funds.
- Advocacy (Teacher Agents) system for teachers to meet weekly with small group of students to set, monitor and revise goals.
- Teacher Agents will use Skedula to access student attendance, report cards and baseline/midterm/final exams as well as April MS test results in ELA and Mathematics.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- Improve the “Student Progress” data from our High School Progress Report by increase our Weighted Regents Pass Rate in Mathematics: (1) from .99 to 1.36 meaning above the 50th percentile compared to other schools in our peer index in 2013 (2) increase our Weighted Regents Pass Rate in Global History from .78 to 1.42 meaning above the 50th percentile compared to other schools in our peer index in 2013, and (3) increase our Weighted Regents Pass Rate in United States History from .81 to 1.27 meaning above the 50th percentile compared to other schools in our peer index from the 2001-12 to the 2012-2013 High School Progress Report.

Comprehensive needs assessment

- A needs review of our school’s 2011-12 Progress Report data yielded this goal.

Instructional strategies/activities

- By using a consistent team of teacher leads, we will create pockets of weekly meeting times from September 2012 through June 2013 lead by the instructional leads and school leadership to create a protocol for looking at student work, specifically the item skills analysis.
- All teachers will then identify the three areas /performance indicators/strands where students displayed the weakest performance.
- Atlas curriculum maps will be revised to include the three areas /performance indicators/strands through the lens of the CCLS.
- Appropriate instructional techniques will be identified by teacher leads, individual teachers, content area teams, and administration, and utilized to teach each of the above three areas.
- NYCDOE periodic assessment office instructors will work with our teams to align instruction with CCLS specifically around the three areas /performance indicators/strands.
- Administration will meet with all teachers for teacher data reflections & action plans to adjust instruction to improve student learning in Mathematics, Global and US History.
- Administration will monitor and analyze scholarship data overviews by marking period for percentage change by grade level, department, and individual teachers.
- General Education and Special Education teachers will meet regularly to co-plan lessons that address student differences and challenges and employ strategies to help students succeed.
- Baseline, midterm and final exams will be administered in January/March, February/March, April/May and June respectively before the Mathematics, Global and US History Regents exams.
- Administration will meet with all teachers for teacher data reflections & action plans to adjust instruction to improve student learning in Mathematics, Global History and US History.
- Administration will monitor and analyze scholarship data overviews by marking period for percentage change by grade level, department, and individual teachers.
- General Education and Special Education teachers will meet to co-plan lessons that address student differences and challenges and employ strategies to help students succeed.
- Regents Prep will be offered after school for six weeks prior to the start of the Regents testing period.
- Teachers of Regents Prep afterschool and Regents Review (no credit) will utilize item analysis data and scores from each student on their class roster to guide their instruction.
- Letters will be sent and phone calls will be made home to parents apprising them of their child’s status regarding what Regents they are slated to take, prior test scores, and the Regents’ Prep schedule for Tues, Wed, Thurs and Saturday.

Strategies to increase parental involvement

- Outreach to parents via parent coordinator with monthly parent/guardian newsletters that apprise parents of 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.
- Host the required Annual Title I Parent Meeting 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.
- 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.
- Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Distribute school newsletter in English/ Spanish and web site address, www.tapconyc.org (including online translation) designed to keep parents informed about school activities and student progress (www.skedula.com).
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments.
- 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.
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the our school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
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- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
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- Parents will receive letters and phone calls home regarding the availability of teachers after school for individual and group tutoring.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy x Title I Title IIA Title III Grants X Other

Other denotes New York State Tax Levy (NYSTL) funds.

Service and program coordination

- Teacher leads will be compensated for meeting via per session from TL Fair Student funds
- Computers, DataCation software, and scanners will be purchased with Title I SWP and NYSTL funds.
- Advocacy (Teacher Agent) system for teachers to meet weekly with small group of students to set, monitor and revise goals.
- Teacher Agents will use Skedula to access student attendance, report cards and baseline/midterm/final exams as well as prior Regents exams in Mathematics, Global and US History.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Our English, Math, Social Studies, Science, Special Education, ESL and Arts teachers will revise, and all teachers in these departments will implement, two Common Core-aligned units during the 2012-13 academic year

Comprehensive needs assessment

- The CCLS require students to deeply reason and engage in higher-order thinking necessary for college and careers, which complements the DOE's and our school's focus on strengthening student work through considering, analyzing, and improving curriculum, assessment, and classroom instruction.

Instructional strategies/activities

- School leadership will meet bi-weekly with teacher leads, join team meetings on a regular basis, and coordinate this work across the grades.
- All English, Math, Social Studies, Science, Special Education, ESL and Arts teachers will participate in weekly department meetings during their common planning blocks, with the support of our school's leadership and instructional leads.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.
- Departmental teams will examine 1-2 sample units of study, including copies of performance tasks, rubrics, and student work.
- During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- Teachers will have additional opportunities to earn per session for curriculum planning and task design.
- Professional development for all teachers on the CCLS.
- Teachers and administration who attend network workshops will turnkey to rest of staff.
- Teachers will construct unit curriculum maps that incorporate two Common Core aligned performance tasks.
- Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
- Weekly meetings of Subject Area Inquiry Teams.
- Strengthen student work by examining and refining curriculum, assessment, and classroom instruction.
- Look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
- Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.

Strategies to increase parental involvement

- Outreach to parents via parent coordinator with monthly parent/guardian newsletters that apprise parents of 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.
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Budget and resources alignment

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Service and program coordination

- Teacher leads will be compensated for meeting via per session from TL Fair Student funds.
- Aligned with NYCDOE Instructional Expectations for 2012-13 academic year.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- Deepen the school community's understanding of what high-quality teaching looks like through professional development on: Using questioning and discussion techniques; Engaging Students in learning, and; Using assessment in instruction from Charlotte Danielson's Framework for Teaching that support implementation of the Common Core by the end of the 2012-13 school year with administrators informally observing teachers a minimum of eight times with teacher with growth measured by teachers moving from Ineffective to Developing, from Developing to Effective, from Effective to Highly Effective in one or more of competencies listed above.

Comprehensive needs assessment

- Critical teaching skills and behaviors are necessary to prepare students for the demands of the Common Core.
- A continuation of the DOE's focus on developing teacher practice through improving and refining the feedback process between teachers and administration.

Instructional strategies/activities

- In the fall, hold professional development to help teachers deeply understand the 3 school- selected competencies; follow up with additional PD sessions throughout the school year on Chancellor's conference days and during regularly scheduled teacher team and faculty meetings.
- Teachers will participate in at least 12 hours of professional development throughout the 2012-13 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, identifying areas of growth based on prior observations of each other's practice, and developing personal development plans.
- Identify resources and structures to support teachers' understanding of the Danielson Framework (e.g., videos on TPR, ARIS Learn, teacher team meetings, inter-visitations, and our own video-taped professional development).
- As a faculty, over the course of the school year watch at least 4 classroom videos together and record low-inference observations. Dig deeply into 1-2 competencies at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.
- Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.
- Principal and AP will have meetings with teachers to discuss informal observations and teacher next steps along with supports to be provided by administration.
- Give facts, low inference evidence; analysis and interpretation justified by evidence.
- Prioritize 1-2 important practices to improve student learning; aligned to teaching framework.
- Identify clear actions to be taken in the next two weeks to improve practice; next steps are developmental and specific.
- Provide feedback within 48 hours of informal observation; follow-up in set timeframe.
- Online posting of each week's professional development calendar and memorialization of all PD activities and materials.
- Administration and teachers attend Network PD and turnkey to staff.
- By the end of the 2012-13 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice across selected competencies of designing coherent instruction, using questioning and discussion techniques, and, using assessment in instruction.
- On the Spring 2013 NYC School Survey, at least 75% of teachers agree or strongly agree that "my PD experiences this school year have been sustained and coherently focused, rather than short-term and unrelated" (up from 70% last year).
- Administration will track teacher growth through keeping a record of informal observations, meetings with teachers, and teachers moving from Ineffective to Developing, from Developing to Effective, from Effective to Highly Effective in: Using questioning and discussion techniques; Engaging Students in learning, and; Using assessment in instruction.

Strategies to increase parental involvement

- Outreach to parents via parent coordinator with monthly parent/guardian newsletters that apprise parents of 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.
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- 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.
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Budget and resources alignment

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Service and program coordination

- Aligned with NYCDOE Instructional Expectations for 2012-13 academic year.
- Datacation Software, which provides TPR Danielson aligned instrument and videos, was purchased using NYSTL funds.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- Develop staff's ability to prevent disciplinary problems and develop a positive, collaborative classroom and school culture conducive to academic achievement evidenced by a reduction in the total number of suspensions based on classroom incidents by 5% from school year March to June 2011-2012 to March to June 2012-2013 school and the percentage of teachers responding "strongly agree" or "agree" to the NYC School Survey question "I can get the help I need at my school to address student behavior and discipline problems" increases from 58% to 65% between 2011 and 2012.

Comprehensive needs assessment

- A review of the 2011-12 NYC School Survey revealed teacher concerns about student behavior and discipline.

Instructional strategies/activities

- Collaborate with Responsibility Centered Discipline to ensure that 95% of the staff is trained in Guided Discipline by June 2011.
- School culture and climate team develops school-wide rules and procedures incorporating lessons from Responsibility Centered Discipline training. School leaders emphasize and reinforce relevant rules and procedures throughout school year.

Strategies to increase parental involvement

- Outreach to parents via parent coordinator with monthly parent/guardian newsletters that apprise parents of 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.
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- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the our school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
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Budget and resources alignment

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- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

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Service and program coordination

- Lead Dean and additional Dean positions were created and professional development was provided to all staff by Dr. Larry Thompson in Responsibility Centered Discipline utilizing Tax Levy Fair Student, Title I SWP and NYSTL funds.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	46	36	0	0	8	0	9	1
7	44	24	0	0	3	0	4	0
8	46	38	19	11	5	0	4	0
9	59	56	0	0	4	0	3	2
10	3	65	58	G= 2/US=0	3	0	2	0
11	8	12	17	G=30/US=0	0	0	1	0
12	5	12	19	G=29/US=27	2	0	0	0

Name of Academic Intervention Services (AIS)	Description
ELA	English Regents Prep will be conducted every Tuesday from 3:15 to 3:45. Students are also able to accumulate credit and make up credit. Advocacy teacher offices hours every Wednesday for ELA.
Mathematics	Math teachers provide Regents tutoring and/or make-up work every Tuesday, Wednesday and Thursday from 3:15-4:45 and Saturdays from 10:00-1:00. Students are able to accumulate credit and make up work. Advocacy teacher offices hours every Tuesday from 3:10-3:45 for Mathematics.
Science	Science teachers provide tutoring and/or make-up work every Tuesday and Thursday from 3:15 to 4:45 pm and Saturdays from 9:00 am to noon. Students are able to accumulate credit and make up work. Saturday School is also offered on a regular basis. Advocacy teacher offices hours every Wednesday for Science.
Social Studies	Global and US History teachers provide Regents tutoring and/or make-up work every Tuesday and Thursday from 3:15 to 4:45 pm and Saturdays from 10:00 – 1:00. Students are able to accumulate credit and make up credit. Advocacy teacher offices hours every Tuesday from 3:10-3:45 for Social Studies.
At-risk Services provided by the Guidance Counselor	In addition to mandated counseling, students are scheduled for additional academic and other counseling. Astor Children Services are also available to see students at-risk.
At-risk Services provided by the School Psychologist	Crisis Intervention Team as needed.
At-risk Services provided by the Social Worker	Guidance Counselor and Social Workers provide mandated counseling as per student IEP.
At-risk Health-related Services	Nurse on staff to address student health conditions such as diabetes, seizures and asthma.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Recruitment efforts consist of annual job postings. Teachers are screened by the principal and interviewed from a joint teacher-administration interview committee.
- Title 1 funds for highly qualified teachers are used to
- Administrators will identify all non HQT in the school and work closely with the CFN to ensure that non HQT meet all required documentation and assessment deadlines.
- Struggling and non-HQT will be paired with HQT and/or assigned mentors.
- Administrators will attend hiring fairs to recruit HQT and search the open market for HQT.
- Administration and the lead teacher in subject area will identify non HQT and meet with them to ensure they are properly trained at professional development sessions related to content, pedagogy, and technology.
- Administrators work with non-HQT staff to provide the necessary hours of professional development, finding advanced accreditation, and tuition reimbursement.
- Professional development for teachers is built into our schedule and all teachers are part of either a Professional Learning Team and/or an Inquiry Team in which HQT take a leadership in ensuring that the action plan related to this goal is achieved.

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Marge Struk	District 10	Borough Bronx	School Number 000
School Name Theatre Arts Production Company School			

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

Principal Ron Link	Assistant Principal Monika Fisher
Coach	Coach
ESL Teacher Lydia M. Altinay	Guidance Counselor Roberto Fernandez
Teacher/Subject Area	Parent Patricia Gadsden-Gil
Teacher/Subject Area	Parent Coordinator Lisette Mendoza
Related Service Provider	Other
Network Leader Marge Struk	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	577	Total Number of ELLs	26	ELLs as share of total student population (%)	4.51%
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Part II: ELL Identification Process

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

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

Theatre Arts Production Company School is a middle/high school servicing grades 6-12 where the arts are used to support a rigorous academic program aligned with the common core. Students are initially identified as ELLs based on the records provided or during the school interview process. Parents of students who fall into this category and are new to the NYCDOE are given the Home Language Survey, administered by a licensed ESL teacher or the parent coordinator, in the language the parent speaks. At this time, parents are informed about the various programs available to ELLs in NYC: TBE, DL, ESL. While TAPCo presently offers an ESL program only, if enough parents choose a TBE or DL program, steps are taken to provide it. If indicators of the HLS identify the student as a possible ELL, the LAB-R is administered. Based on that score, the student is placed in an ESL program for language acquisition services or in a general program if he/she received a grade of proficient. Students who are enrolled in ESL classes are administered the NYSESLAT every spring by our licensed ESL teacher. Instructional recommendations and materials are also provided to the faculty by the ESL teacher to help facilitate language acquisition in the content areas. Entitlement and/or NYSESLAT result letters, along with exit letters when the time arrives, are sent to parents after the results of the exam are received in a language they understand.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							6	5	5	6	2	1	1	26
Push-In														0
Total	0	0	0	0	0	0	6	5	5	6	2	1	1	26

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	26	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	14
SIFE	1	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	5

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	6	0	1	10	1	8	10	0	5		26
Total	6	0	1	10	1	8	10	0	5		26

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

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
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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							5	5	5	6	2	1	1	25
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	6	5	5	6	2	1	1	26

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

At TAPCo instruction is delivered through a self-contained ESL model in both heterogeneous and homogeneous classrooms. Students are programmed for ESL instruction based on their NYSESLAT results administered by our ESL teacher and according to the number of students in each language acquisition category. We have the proper teacher to student ratio to ensure the mandated number of instructional minutes are delivered in both the middle and high schools. At present, TAPCo does not have any ELL students that fall into the beginner category and therefore the allotted time is as follows: intermediate students, 360 minutes per week; advanced students 180 minutes per week. Those in the advanced level also receive 180 minutes of ELA instruction by a certified ELA teacher as required under CR Part 154. Content areas are taught by teachers certified in those areas who employ instructional strategies such as scaffolding, background, prior knowledge, vocabulary instruction, group and individual practice of all skills and phonic awareness. Differentiated instruction in ELL subgroups is conducted through identification of SIFE students whose NYSESLAT results determine readiness and instruction is tailored accordingly through targeted content, process and product. Our ESL lead teacher meets with other subject area teachers to discuss instructional strategies and supports for ELL students in their classes including the SIOP model. Curriculum is adjusted accordingly to reflect this consideration and subject specific glossaries, translation dictionaries and other materials are distributed for use in the content area classes. All classes are taught by fully certified teachers, who have a bilingual extension whenever possible. ELLs receiving service for 4 to 6 years and long-term ELLs are offered additional academic intervention services including counseling, speech, tutoring and regents prep classes. Our ESL teachers provide special education students with targeted instruction based on their performance and as indicated on their IEPs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

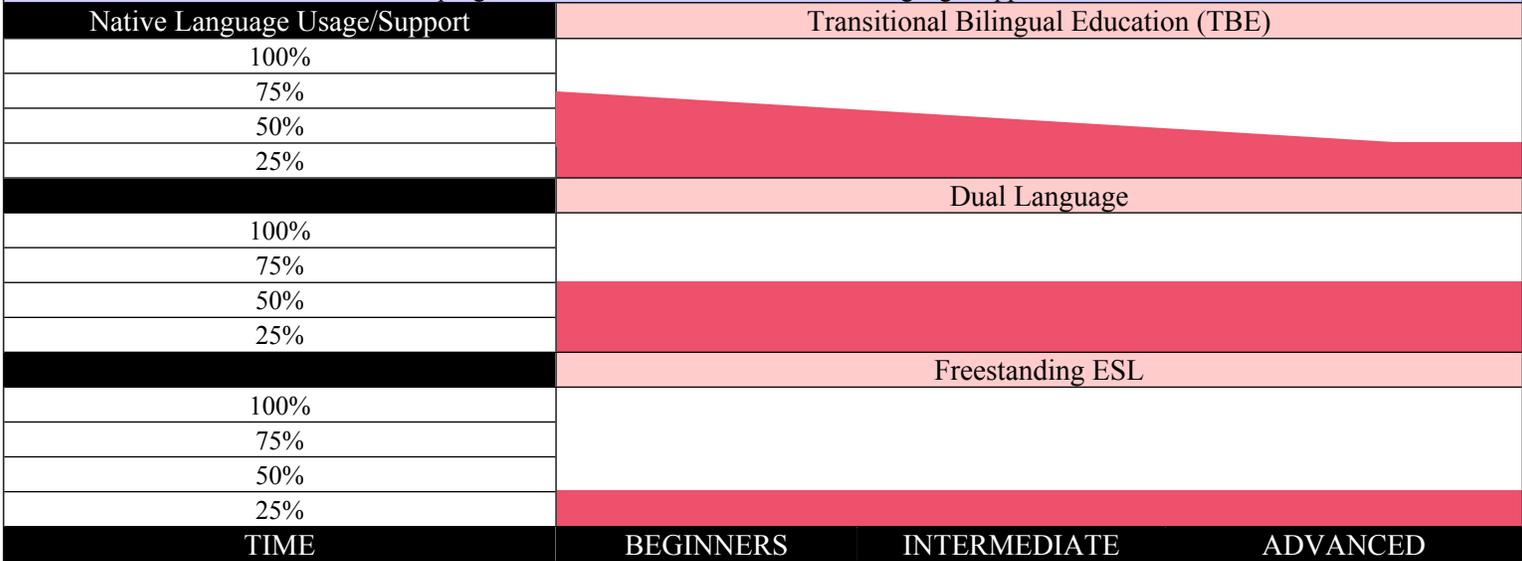
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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?

As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in math (both middle and high school) and social studies (high school). ELL students in particular seem to struggle with the reading and interpretation of questions. This becomes a great obstacle for them when they take state exams. To that end, they are provided with extra supports such as regents prep three days a week after school and on Saturdays, homework/study club (ESL Club) and advocacy meetings with a teacher once a week. Translation dictionaries and glossaries by subject are also made available to them for use in class, during exams and at home. Also, scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills and phonic awareness are teaching strategies employed by all of our teachers who have ESL students in their classes. In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. The ESL teacher consults with subject area teachers about language acquisitions strategies. ELLs reaching proficiency level on the NYSESLAT are monitored for consistent academic performance and provided with accommodations for two years after they have become proficient. No ELL programs will be discontinued for this coming school year. For parents and newly enrolled students, we offer an orientation session when school starts and again in the third week of September. At this time, parents and students are apprised with our school systems, advocacy program, clubs, credit accumulation, state exams and all other requirements for a student to reach the standards for graduation in New York State.

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)?

N/A

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.

For all teachers, we provide a common period of professional development/planning daily. Teachers meet in smaller groups based on subject area/grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. Each subject area team gets together to conduct item analysis of state exams to determine students' strengths and weaknesses and to drive instruction for improving these areas. Instructional Lead Teachers meet twice weekly to discuss the areas of concern at each grade and subject level. The ESL Instructional Lead also collaborates with them to offer suggestions on differentiation for ELLs and to review how these instructional strategies fit in with the tasks outlined on their curriculum maps. Inquiry spaces have also been set up by each department in both the middle and high schools as a forum for colleagues to share information and to gather resources to help them develop their practice across content areas.

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 bilingual parent coordinator mails home all school documents and information translated into Spanish. Parents' needs are evaluated by surveys, phone calls and through conversations with individual students who are experiencing hardships and difficulties. She conducts twelve workshops per year including topics such as ARIS parent link, fire safety, gang awareness, bullying, homeless and runaway awareness, students with disabilities, the new IEP and student performance access through online pupil path. Every month the parent newsletter is published and mailed home. She also assists parents by directing them to various organizations which provide services to address their needs.

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)														0
Intermediate(I)							1	3	1	3				8
Advanced (A)							5	2	4	4	0	1	1	17
Total	0	0	0	0	0	0	6	5	5	7	0	1	1	25

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	2		4		3				9
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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		1	
Integrated Algebra	3		1	
Geometry	1		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	4		1	
Physics				
Global History and Geography	2		0	
US History and Government	2		0	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

The data patterns revealed across proficiency levels by LAB-R and NYSESLAT indicate that students are scoring with greater proficiency in the modalities of listening and speaking, but fall behind in reading and writing. This piece of information has led to the correlation of students' poor performance on exams due to inability to read and interpret questions fully. The ESL teacher has used this information to drive curriculum and instruction so that students will spend a great deal of time learning how to interpret questions and read and understand a variety of texts such as informational texts (for reading subject text books) and fables for the extraction of underlining message and meaning etc. Also, teacher teams across content areas get together to discuss how this affects students' ability to be successful in their classes and to collaborate in finding ways to reinforce these instructional strategies in all of their classes with the intent of having a more positive result in future assessments. Evaluation of the success of our programs for ELLs will be evidenced by the amount of improvement in their scores on all assessments, increase in skill acquisition and graduation rates. Change in proficiency level on the upcoming NYSESLAT will also be an indicator.

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01

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

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **10X225**

School Name: **Theater Arts Production Company**

Cluster: **5**

Network: **551**

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.

The data and methodologies used to assess written and oral interpretation needs, are done by using the RCPL report (Parent Preferred Language Report) on ATS. The information gathered from the RCPL report is collected from the home language survey reports which assess the language spoken at the student's home.

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

The major findings of our school's written translation and oral needs are that a large number of students' parents speak Spanish at home. We also have 1 home that speaks French, 1 that speaks Soninke, and 1 that speaks Vietnamese. Staff members are informed of the language needs of students through the use of ARIS.

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.

Bilingual staff members including the Parent Coordinator provide written translation services for those parents who speak Spanish. For students' parents who speak French, Soninke, and Vietnamese, translation services will be provided by LIS (Legal Interpreting Service) at 718-237-8919

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.

The school uses staff members who speak Spanish and French to translate for Spanish and French speaking families. All interpretation for Soninke and Vietnamese speaking parents will be provided by LIS (Legal Interpreting Service).

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>.

Chancellor's regulations A-663 regarding parent notification requirements for translation and interpretation services will be posted near the main office, parent bulletin boards, Tapco's main entrance and the Parent Coordinator.