



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** ACADEMY OF PUBLIC RELATIONS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07/X/298

PRINCIPAL: AMY ANDINO EMAIL: AANDINO@SCHOOLS.NYC.GOV

SUPERINTENDENT: **YOLANDA TORRES**

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
Amy Andino	*Principal or Designee	
Jennifer Lovejoy	*UFT Chapter Leader or Designee	
Tiffany Guerra	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Courtnei Davis	Member/ Teacher	
Erika Maldonado	Member/ Teacher	
Eliza Vega	Member/ Teacher	
Lisa Rivera	Member/ Parent	
Tamara Grant	Member/ Parent	
Cynthia Robinson	Member/ Parent	

\*\* 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.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

**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**

- By 2012 – 2013 the English Language Arts and Mathematics departments will have completely aligned common core units of study.

**Comprehensive needs assessment**

- The above goal was generated based on the upcoming English Language Arts and Mathematics exams that are completely aligned to the Common Core State Standards. Since the new exams are completely aligned to the state standards it was logical to align curriculums accordingly. Further, the CIE asks that schools align units to the CCSS this year. Thus, we have aligned our curriculum accordingly to address the CIE requirement.

**Instructional strategies/activities**

**a) Strategies/activities that encompass the needs of identified student subgroups**

The activities we will implement to address the above goal includes but are not limited to:

- Inquiry Monday – Inquiry Monday is a morning session designed for teachers to have conversations around student work and best practices. As a grade team teachers design, implement, and discuss strategies to implement across content areas.
- Department Meetings – Department meetings focus on building and revising our Common Core aligned units as well as focusing on using protocols to review student work.

**b) Key personnel and other resources used to implement these strategies/activities**

We will use all teachers to implement the goal; however, of particular note we will need the English Language Arts and Mathematics teachers to gather information and unpack the common core state standards in order to alignment the curriculum. Also, we will use our SETTTS teacher to help create activities that will better fit the individual needs of our special needs population. Finally, we will use our Bilingual teachers to assist in creating instructional activities to assist our English as a second language population.

**c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**

Teachers created benchmarks, which will be analyzed. The analysis will be used to create common core alignment performance tasks to reinforce areas of challenge.

**d) Timeline for implementation**

This work will be continuous throughout the course of the 2012-2013 academic school year.

**Strategies to increase parental involvement**

- The Academy of Public Relations hosts a monthly Principals luncheon in which parents will be updated as to how the work is going with the alignment of both the English Language Arts and Mathematics curriculum.

**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.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III      X   Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

ELA, mathematics, and special education coaches will assist in achieving the above goal. Consultants will be used to assist all departments in planning and implementation. Supplies will be purchased and per-session will be used to in order to make planning successful.

**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**

25% of ELL's will demonstrate overall proficiency growth in the 2013 NYSESLAT.

**Comprehensive needs assessment**

ELLs for 3 to 5 years, ranging from grades 6<sup>th</sup> through 8<sup>th</sup> that did not show any movement in overall proficiency rating were selected to attend Saturday NYSESLAT Academy. In order to further develop academic language skills and deeper content-area understanding, they will receive instruction based on all four modalities of listening, speaking, reading and writing. Another focus is on academic vocabulary to help support reading comprehension, sentence structure and grammar.

**Instructional strategies/activities**

**a) Strategies/activities that encompass the needs of identified student subgroups**

- Every Saturday students will receive 3 hours of instruction, which is allocated of 45 minutes for every modality (Listening, Speaking, Reading and Writing).
- Weekly bilingual meetings will take place to discuss student work and on-going assessments.
- Students will attend extended day twice a week and 45 minutes will be carved out solely for vocabulary work.

**b) Key personnel and other resources used to implement these strategies/activities**

The bilingual team will implement strategies and activities to push this goal forward. In conjunction with bilingual team, all school personal will focus attention on meeting the needs of English Language Learners identified in their classrooms.

**c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**

The bilingual team will meet weekly to discuss strategies and implementation. After strategies have been completed the team will use a student work protocol to address revision and next steps. The decisions of these meetings will be disseminated to all teams for implementation.

**d) Timeline for implementation**

This work will be continuous throughout the course of the 2012-2013 academic school year.

**Strategies to increase parental involvement**

- The Academy of Public Relations hosts a monthly Principals luncheon in which parents will be updated as to how the work is going with this school goal. Further, parents will be invited to quarterly meetings regarding supports for their children and additional academies specifically for ELL students.

**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.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA   X   Title III   X   Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

A small group of teachers are implementing a pilot program called Academic Vocabulary Toolkit by Dr. Kate Kinsella. The program will enable students to become college and career ready with powerful verbal and written command of academic language. The instructional routines will teach vocabulary which students can apply to various content areas. The instruction involves pronunciation, spelling, part of speech, and meaning of high frequency words that are found in every content area and on statewide assessments. After school programs and through small group instruction are areas that are implementing this program.

**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**

- By the conclusion of the 2012 – 2013 school year we will have an overall attendance average of 92%.

**Comprehensive needs assessment**

- The attendance goal was generated based on 2011 – 2012 attendance data that found our attendance did not go over 85%. Because attendance is essential to academic progress we have focused a goal around how to assist children with being in attendance everyday.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) **Strategies/activities that encompass the needs of identified student subgroups,**
    - The Academy of Public Relations host bi-monthly attendance ceremony where students are rewarded for reaching attendance goals.
    - Teachers have access to Skedula, an online system that helps teachers keep track of student’s attendance quickly and easily.
    - We reward whole classes with the best attendance bi-monthly.
  - b) **Key personnel and other resources used to implement these strategies/activities.**

The attendance maintains the attendance data and meets weekly to ensure consistent analysis. All staff takes attendance and ensures that students who are excessively absent are contacted at home.
  - c) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.**

Teachers are asked for input regarding attendance ceremonies and are invited to attend the attendance meetings. The attendance and guidance team visit team meetings monthly to provide updates on students and request suggestions to help boost attendance.
  - d) **Timeline for implementation.**

This work will be continuous throughout the course of the 2012-2013 academic school year.

**Strategies to increase parental involvement**

- Parents will be invited to all attendance ceremonies. Home visits will be made to parents of students who do not maintain their attendance. These home visits will center on identification of hardships and possible solutions and next steps. Finally, parents will be informed through letters, phone masters, and phone calls regarding their student’s attendance.

**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.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

We will use an attendance teacher who will come in once a week and receive names for home visits to students. We will also use the help of our guidance department to provide outreach to students who may be experiencing hardships. The Attendance Achievement Program will target students who are attendance concerns and assist in parent out reach; as well as academic assistance.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Academic Intervention Services at The Academy of Public Relations is based on data from various sources: State Exams, Predictive Exams, Baseline Assessments, Formative Assessments, Acuity, ARIS Item Skills Analysis. Students are grouped using a variety of categories: Age, Grade, Language Proficiency, Proficiency Ratings, Sub Groups (ELL's, Special Ed, Lowest 1/3 in ELA). A deeper analysis of the ELA State Exam (Item Skills Analysis from ARIS) allows us to be more specific in our groupings according to their common deficiencies. One focus for the 2012-2013 school year will be increasing the English proficiency growth of ELL's by 25% based on the 2013 NYSESLAT Exam.	Teachers are programmed for AIS Periods during the school day week according to their teaching program. Groups will range from 3-5 students. All teachers participate in Extended Day as per the UFT contract. Grouping student/teacher ratios are as follows: General Education 10:1, Special Education 5:1. Teachers apply for afterschool and Saturday positions. Teachers for all services indicated above receive materials that are purchased and a pacing calendar that meets the academic needs of their specific groups. Professional Development and planning time occurs during weekly departmental meetings and before Academy's begin each week.	Academic Intervention Services is provided the following times: <ul style="list-style-type: none"> <li>• Before School Extended Day 2X/Week 50 minutes/session</li> <li>• During the school day pullout in minor subjects 1-3X/Week 45 minutes/session</li> <li>• Afterschool Academic programs 2X/Week 60 minutes/session</li> <li>• Saturday Academy 1X/Week 75 minutes/session</li> </ul>
Mathematics	Academic Intervention Services at The Academy of Public Relations is based on data from various sources: State Exams, Predictive Exams, Baseline Assessments, Formative Assessments, Acuity, ARIS Item Skills Analysis. Students are grouped using a variety of	Teachers are programmed for AIS Periods during the school day week according to their teaching program. Groups will range from 3-5 students. All teachers participate in Extended Day as per the UFT contract. Grouping student/teacher ratios are as follows: General Education 10:1, Special Education 5:1. Teachers	Academic Intervention Services is provided the following times: <ul style="list-style-type: none"> <li>• Before School Extended Day 2X/Week 50 minutes/session</li> <li>• During the school day pullout in minor subjects 1-3X/Week 45 minutes/session</li> <li>• Afterschool Academic</li> </ul>

	categories: Age, Grade, Language Proficiency, Proficiency Ratings, Sub Groups (ELL's, Special Ed, Lowest 1/3 in ELA). A deeper analysis of the Math State Exam (Item Skills Analysis from ARIS) allows us to be more specific in our groupings according to their common deficiencies. The focus for the 2012-2013 school year will be increasing Special Education Level 2's in Math by 21%.	apply for afterschool and Saturday positions. Teachers for all services indicated above receive materials that are purchased and a pacing calendar that meet the academic needs of their specific groups. Professional Development and planning time occurs during weekly departmental meetings and before Academy's begin each week.	<p>programs 2X/Week 60 minutes/session</p> <ul style="list-style-type: none"> <li>• Saturday Academy 1X/Week 75 minutes/session</li> </ul>
Science	Not Applicable	Not Applicable	Not Applicable
Social Studies	Not Applicable	Not Applicable	Not Applicable
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The Guidance Counselor will attend weekly Grade Team Meetings to collect and review data on identified students in regards to their attendance, organizational issues and emotional/social standing. Attendance will be monitored and incentives will be given to maintain 90% attendance for Afterschool and Saturday Academies.	During Afterschool and Saturday Academies Guidance will meet with her mandated students as per their IEP as well as at-risk students to provide necessary support for success in the programs.	During instructional programs, the Guidance Counselor will be available for conflict resolution, crisis intervention and any other needs that may arise during the instructional sessions to keep students on track.

### 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.

The Academy of Public Relations works to ensure that all teachers are highly qualified. In order to do this we focus on recruitment, retention, and support through professional development. Below are some of the strategies we use as a way to ensure all teachers are highly qualified:

#### Recruitment

- Candidates are interviewed by a panel, which includes administration and teachers.
- We recruit from some of the most competitive programs in NYC included Teaching Fellows, Teach for America, Spring Apprentice Program, Columbia University job fairs, etc.
- Candidates are asked to do a model lesson before they are hired in order to demonstrate content knowledge in the subject to be taught.

#### Retention

- Teachers sit on teacher teams where they are helped to work effectively and efficiently to build on their current skills.
- Teachers are made leaders in the building in charge of: teacher teams, department teams, curriculum, after school programs, SLT, etc.
- Teachers are given opportunity to attend professional development conferences, receive course credit, and provided incentives for exemplar work.

#### Professional Development Supports

- Teachers are sent to professional development opportunities within the network.

## PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

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

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

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

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

## **SCHOOL-PARENT COMPACT**

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

### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

**Part I: School ELL Profile**

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

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

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

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

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

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

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

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
--	---	--	---

## D. School Demographics

Total number of students in school	261	Total Number of ELLs	89	ELLs as share of total student population (%)	34.10%
------------------------------------	-----	----------------------	----	---	--------

# Part II: ELL Identification Process

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

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

### I. ELL IDENTIFICATION PROCESS

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

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

## II. FAMILY ORIENTATION MEETING

### A. PROCESS

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

### B. OUTREACH

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

### C. TIMELINE

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

## III. PARENT FORMS & ENTITLEMENT LETTERS

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

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

## IV. PLACING ELLS IN PROGRAMS

### A. PROCESS

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

September. ELLs identified from the previous school year begin services immediately. All testing of newly identified students is done within 10 days so by the 3rd week of September those students begin ESL services. After testing is conducted, the NYSESLAT scores and LAB-R scores are consulted to determine proper placement for students who require bilingual/ESL instructional services. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or proficient (P – no longer entitled).

#### B. CRITERIA

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

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

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

\*\*Only for students in bilingual programs.

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

#### V. TREND IN PROGRAM CHOICES

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

#### VI. PARENT CHOICE

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

## Part III: ELL Demographics

## A. ELL Programs

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

K	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>
6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8	<input checked="" type="checkbox"/>	9	<input type="checkbox"/>	10	<input type="checkbox"/>	11	<input type="checkbox"/>
						12	<input type="checkbox"/>				

This

school

offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							28	30	29					87
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>30</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>87</b>

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

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	5	7					14

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	3						4
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

- Whole language approach: Language is used in natural ways for a specific purpose in an activity which fosters social interactions. Instruction closely integrates speaking, listening, reading, and writing.
- Interdisciplinary learning: An instructional unit is based on a theme built around two or more disciplines. Standards combine context and language learning in meaningful contexts and develop critical thinking skills. Furthermore, the ESL teacher collaboratively works with the bilingual ELA teacher and bilingual Social Studies teacher.
- Cooperative learning activities: Students work together in small groups on a time limited task. Students negotiate and exchange knowledge and experiences while making connections with content and language.

Programming clusters cohorts of ELLs in the TBE program with the same native language background in subject area classrooms. As a result, students can access content by interacting with each other, despite varying levels of language proficiencies. Teachers organize collaborative tasks that target content and generate interactions in the native language among peers. Tasks are enriched with academic English language development. Also, native language resources (libraries, texts, technology, primary resource materials) available in the classroom are additional resources that can accelerate learning.

### >>>PROGRAM MODELS<<<

In the TBE program, we follow a self-contained model. ELLs are grouped together by grade in a bilingual class for the entire school day and for all content instruction. The program is composed of a total of 6 classes. There is one general education TBE class and one bilingual special education class in each grade. All students in the general education bilingual program receive ESL/ELA in a homogenous setting at the same time daily: fifth and sixth periods. In these classes, students are divided not by grade, but by proficiency level, which is determined by the students' most recent NYSESLAT and LAB-R scores.

## II. INSTRUCTIONAL MINUTES

As mandated in the New York State CR Part 154, the Beginner and Intermediate ELLs receive 360 minutes of ESL instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL or bilingual ELA teacher. The organization of staff in the program model described in the previous section ensures that the mandated number of instructional minutes is provided according to proficiency levels.

## A. Programming and Scheduling Information

### IV. DIFFERENTIATION AND SUPPORT

In order to differentiate instructions for ELLs, the Academy of Public Relations has several programs in place that provide supplementary support. Read 180 is used to aid reading comprehension. In addition, the Extended Day Program provides students with academic support in small group instruction before school. Additionally, ELL subgroups are placed in homogenous groups in ELA/ESL in order to provide them with the opportunity to work with their peers. We employ assessment-based differentiation. In order to facilitate differentiated instruction, the following tools are used:

- NYSESLAT scores
- LAB-R scores
- Spanish LAB scores
- ELL Periodic Assessment
- Acuity Interim Assessments
- Common Formative Assessments
- Content-area tests and quizzes
- Portfolios
- NYS ELA test scores
- NYS Math test scores
- Teacher observations
- Technology
- Audio equipment

Audio books and audio interviews are used to provide students with more practice in dialogue and listening, as well as to improve their overall literacy.

Technology is an integral part of many lessons. Several Smartboards are available for instructional purposes, and we have two computer labs where all ELLs receive computer and internet training as they create projects on Power Point, Word, and other programs.

#### English-taught enrichment classes

English language development is strengthened in Academy of Public Relations through participation in English-taught enrichment classes such as art, computer lab, and physical education. Furthermore, ELLs are free to participate in the school's different extracurricular activities, including baseball team, basketball team, Salsa dance program, and African dance program.

#### >>>NEWCOMERS<<<

The newcomers (ELLs who have been receiving ESL instruction for no more than 3 years) receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.

#### >>>ELLS RECEIVING SERVICE 4 TO 6 YEARS<<<

We work with this group of ELLs to improve their English-language skills in all areas, most specifically in reading and writing (areas that this group finds the most challenging according to NYSESLAT data). As a result, they receive targeted instruction in reading and writing with the Milestones curriculum.

## A. Programming and Scheduling Information

### >>>LONG-TERM ELLS<<<

The goal for our long-term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English-language proficiency by the end of the school year. Instruction is driven by the scholars' NYSESLAT scores and thus catered to their language needs. Therefore, they receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings, as well as instruction that prepares them for the NYSESLAT. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.

### >>>SIFES<<<

Students with interrupted formal education (SIFE) receive additional instructional time before school and during the regular school in the pull-out/push-in Academic Intervention Services (AIS).

### VI. and VII. ELLS WITH SPECIAL NEEDS

ELLs identified as having special needs receive AIS. In addition, the SUCCESS tutoring program provides additional academic support three times a week. All mandated services are offered as per their IEP's.

### 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

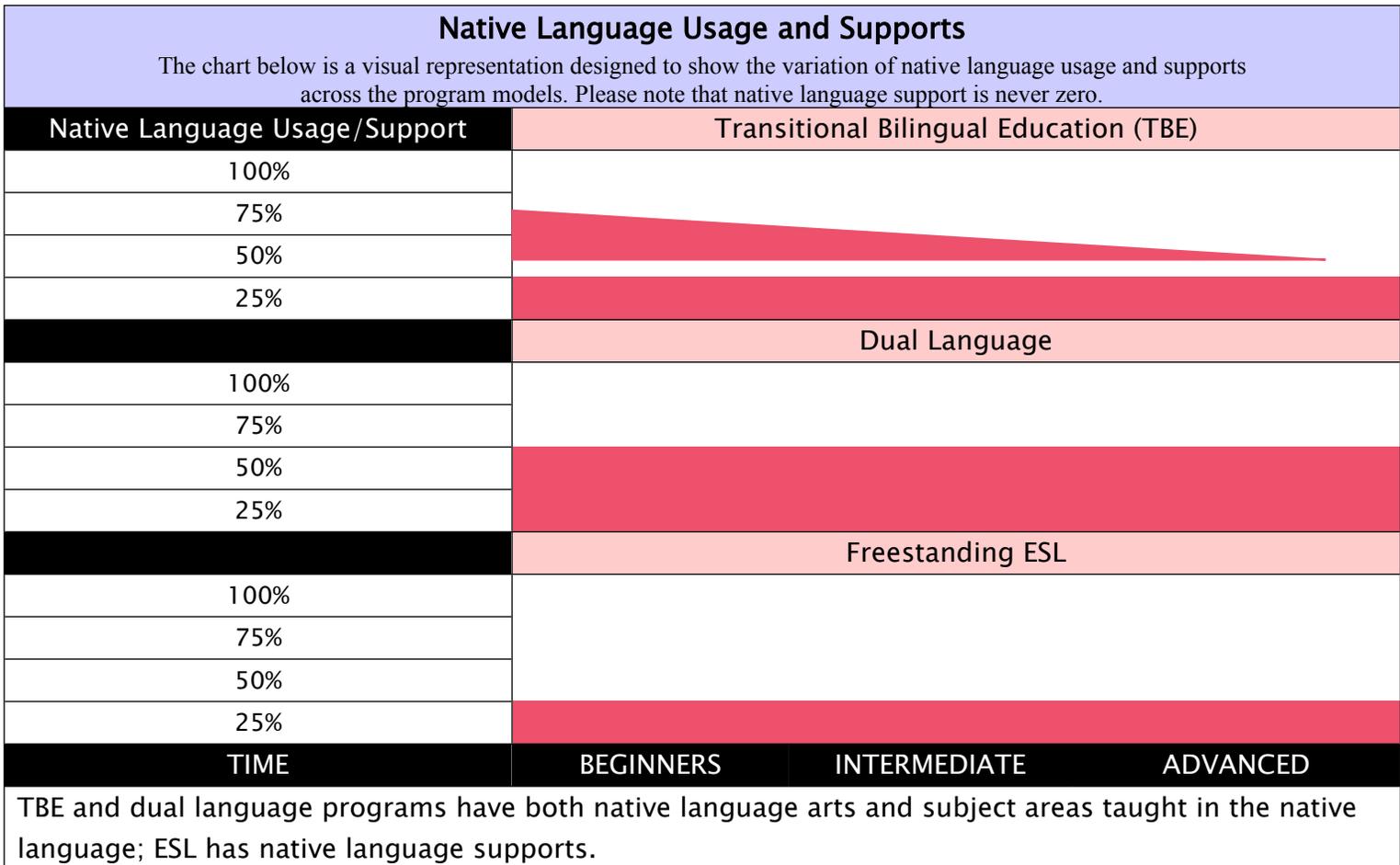
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60–90 minutes per day	45–60 minutes per day	45 minutes per day

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



## B. Programming and Scheduling Information--Continued

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

### VIII. CONTENT AREA INTERVENTIONS

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

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

### IX. TRANSITIONAL SUPPORT

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

### X. NEW PROGRAMS

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

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

Lastly, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.

#### XI. DISCONTINUED PROGRAMS

At this time, we are not planning to discontinue any programs or services for ELLs. We feel that our current programs benefit our students, and they simply have to be improved for full efficiency.

#### XIII. INSTRUCTIONAL MATERIALS

The English–language programs use the Access Newcomers curriculum and the Teacher’s College curriculum. These curriculums provide standards–based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs. ELLs also use the Impact Math curriculum and the Holt Social Studies curriculum, which are provided in English and Spanish. Technology materials used with the ELL student population include Learning Village, Study Island, audio books, and the SmartBoard.

#### XIV. NATIVE LANGUAGE SUPPORT

Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self–esteem. Native language support includes bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system. These resources are available in most classrooms to accelerate learning. Additionally all teacher who work with students in the TBE program are bilingual in English and Spanish. These teachers include the gym teacher, health teacher, math teacher, and five paraprofessionals.

#### XV. GRADE AND AGE APPROPRIATE SERVICES & RESOURCES

We use materials and services that are appropriate to our students' grade and age. For example, students who require support in reading comprehension and phonics are provided with support with the Access Newcomers curriculum. Students who need additional writing support are provided with graphic organizers that scaffold the writing process and various writing products, including the five–paragraph essay.

#### XVII. LANGUAGE ELECTIVES

No language electives are offered to our scholars.

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)?

## 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.

### I. PROFESSIONAL DEVELOPMENT PLAN

Teachers, will be informed of the following professional development opportunities:

Nov. 8	ELL K-12 Literacy Conference
Nov. 21 and Dec. 13	Aligning Project Based Learning Units to the Common Core Standards
Dec. 1 – 2	English Language Learners with Disabilities: Assessment, Placement, and Parental Involvement
Dec. 12 – 13	Differentiating for ELLs in Science: The Literacy Connection
Dec. 27 – 29	Creating Interactive Whiteboard Lessons With Assessments
Feb. 20 – 24	The Natural World and How Humans Fit In

Also, as part of the professional development plan for all ELL personnel at the Academy of Public Relations, an ESL/literacy consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ESL teacher will attend ELL Liaison meetings that are facilitated by the network. Monthly professional development workshops and assistance from the ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. The ESL teacher will also facilitate several Professional Development sessions for teachers of ELLs and related service providers, and they are outlined below.

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL strategies in the mainstream classroom providers, administration, psychologist.	January 2012	Teachers, paraprofessionals, related service guidance counselor, parent coordinators, and
How to teach vocabulary to ELLs providers, administration, psychologist.	February 2012	Teachers, paraprofessionals, related service guidance counselor, parent coordinators, and
ELL identification process providers, administration,	March 2012	Teachers, paraprofessionals, related service guidance counselor, and parent coordinator.

These Professional Development sessions will assist teachers in completing the minimum 7.5 hours of Jose P. ELL training. The ESL Coordinator keeps records of ELL training attended by staff inside and outside the school. The records include sign-in sheets and agendas, and they are kept in the school's ELL Compliance Binder.

## 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?

### I. PARENTAL INVOLVEMENT ACTIVITIES

>>>FALL<<<

Principals Brunch

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

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

>>>SPRING<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: ELLs and Test-taking Strategies

Mother's Day Brunch

>>>SUMMER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

Father's Day Hoops

### II. SCHOOL PARTNERSHIPS

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

### III and IV. PARENTS' NEEDS

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

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	16	4	0	27
7	17	11	1	0	29
8	17	14	1	0	32
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	8		13		10		1		32
7	10		17		6		1		34
8	16		12		5		3		36
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

#### I. ASSESSMENT TOOL

At the Academy of Public Relations, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once every quarter to find out the scholars' reading levels. Thus far, the data

has shown that the reading levels of our ELLs range from A to T and all of them read below grade level. This information informs the instructional plan of the ELA and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels.

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

Throughout the grades, the majority of our ELLs are Beginners. According to the data, most of our ELLs struggle with the Reading and Writing modality as evidenced in fewer ELLs attaining an Advance or Proficient score in this modality. For example, none<sup>14</sup> of the ELLs scored Beginner and 29 ELLs scored Intermediate in the Listening/Speaking modality, while 37 ELLs scored Beginner and 30 scholars scored Intermediate in the Reading/Writing modality. 31 students scored Advance and 32 scholars scored Proficient in the Listening/Speaking modality. This is a difference from the 21 scholars who scored Advance and only 18 scholars who scored Proficient in the Reading/Writing modality.

### III. EFFECTS OF DATA PATTERNS ON INSTRUCTIONAL DECISIONS

ESL instruction at the Academy of Public Relations is heavily based on these findings. The NYSESLAT data demonstrates that ELLs need reinforcement in reading and writing. As such, the ESL and ELA teachers focus on building vocabulary and reading comprehension. ELLs will be required to complete weekly vocabulary quizzes and monthly literature units. The ESL and ELA teachers also present a manifold of lessons and activities that improve English writing skills. Students will be instructed in English grammar, mechanics, and conventions, and they will be required to complete many writing assignments, which will be compiled in an ELA portfolio.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
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

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Academy of Public Relations	DBN: 07x298
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 107
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers: 4

## 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:

Data trends observed from NYSESLAT scores 2010-2012 (3year period) in the ELL population exhibit stagnant progress in moving language proficiency levels. While there are outliers in the data trend, the majority of students show a need for remedial services in language skills relating to speaking, listening, reading and writing. The Saturday Academy will focus on building English proficiency to support the academic curriculum. This program will build the English language literacy skills and math skills of three to five groups of fifteen to twenty ELLs. It will run for fifteen weeks starting in late November and ending in April; it will be held every Saturday from 9:00am to 12:00pm.

### ESL/ELA Literacy Instructional Program

Two bilingual ELA certified teachers and two bilingual certified Math teachers will instruct 15 ELLs in grades six through eight who scored Beginner, Intermediate and Advanced on the NYSESLAT. The Data Specialist will be available to analyze and assess participating ELLs. The Math teacher will focus on the basic Math skills to serve as a foundation to the skills required to achieve mastery on the state assessments. Instruction will be conducted in both Spanish and English. Each session will be split into two sections: Math and ELA. The students will receive 1.5 hours of math instruction and 1.5 hours of ELA instruction. A supervisor will be present at each session for three hours to supervise the program.

The Saturday ELL Academy aims to build literacy skills and cross-cultural consciousness through the use of a multicultural ESL curriculum. Upon careful review of the 2011 and 2012. NYSESLAT scores, where many ELLs performed better in listening and speaking modalities, additional support must be provided in reading and writing. With this program offering comes the opportunity to grow academically, particularly with respect to the development of the student's global consciousness and English language acquisition in all four modalities (speaking, listening, reading and writing). This program will not only prepare students for state exams (ELA and NYSESLAT), but it also strives to cultivate well rounded students. Additionally, strategies are employed to encourage the following:

- Familiarity with idiomatic expressions
- Language/pragmatics appropriate to social situations
- Reinforcement of vocabulary found in content area instruction
- Active participation in all four modalities of language (speaking, listening, reading and writing), with a focus on literacy

### Part B: Direct Instruction Supplemental Program Information

In the Math class, students will build an academic knowledge of vocabulary pertaining to Mathematics, foundational Math skills and skills to prepare them for the New York State Math Test.

The Saturday ELL Academy will engage students in various activities, including:

- Instruction in basic mathematical concepts
- Literature-based writing activities
- Multidisciplinary interactive learning activities that connect reading and writing to the arts
- Explicit instruction in English grammar
- Opportunities to practice in authentic conversational situations and writing tasks

The teachers of the Saturday Academy will utilize the Access English program as their main curriculum. Additional resources that will be implemented to supplement the curriculum include:

- Dictionaries, including the Richmond Picture Dictionary
- Manipulatives, i.e.: picture cards
- General instructional supplies, i.e.: chart paper, markers, certificates of achievement, etc.

### 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:

The four certified Bilingual/ESL, content area teachers of the Saturday ELL Academy will meet as a bilingual team every Wednesday for one hour (11:20 - 12:20) from September - June and from 12:00 - 1:00 for Saturday instruction from November to late April to review and modify the curriculum as it relates to our ESL students. Topics of PD sessions will be generated by weekly review of student work, data analysis and re-teaching strategies. Topics to be covered will focus on research embedded strategies to increase student achievement within the ELL population as they relate to ESL. Ms. Vega, Data Specialist and Bilingual Facilitator, will run the meetings, following protocols that will focus on looking at student work and reviewing data. Observations from these meetings will inform instructional decisions going forward both in the bilingual classes and the ELL Saturday Academy.

### Part D: Parental Engagement Activities

### 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:

Our goal is to increase parental involvement among parents of ELLs and equip them with strategies to help their children meet academic learning standards. We plan to achieve these goals via the following:

- Translate communication to parents of our ELLs into their native language
- Have translators available during Title III parent workshops

Parents of ELLs are also provided with opportunities to attend professional development sessions, which are facilitated by the ESL Coordinator. The Principal also offers a monthly Parent Series covering topics that speak to all subgroups. In addition, the Principal offers a Parent Luncheon where she provides support to parents in creating a home-school connection in areas of critical thinking, problem solving, strategies to deal with adolescent youth and parenting skills. The schedule for the parent workshop is as follows: Oct. 15, Oct. 22, Nov. 5, Nov. 19, Dec. 3, Dec. 16, Dec. 17, Jan. 28, Feb. 4, Feb 25, March 4, March 11, March 18, May 6, May 13, May 20.

These workshops will focus on supporting the ELLs participating in the Saturday ELL Academy by extending literacy skill development to their homes. About ten to fifteen parents are expected to attend, and the ESL teacher and/or bilingual teachers will facilitate these Title III parent workshops. Refreshments will be served.

### Part E: Budget

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

Allocation Amount: \$13868

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$10,794.00	15 sessions x3 hours x4 teachers= \$7,556.00  15 sessions x 3hours x1 supervisor= \$1,977.00

**Part E: Budget**

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

Allocation Amount: \$13868

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		15 sessions x 2hours x 1 data specialist= \$1,259.00
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$3,074.00	Classroom library books to support ELL Academy= \$2,000.00  NYSESLAT Prep Books= \$1,000.00  Parent workshops: Materials and Refreshments= 74.00
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$13,868.00</b>	