



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PROFESSIONAL PERFORMING ARTS SCHOOL

**DBN (i.e. 01M001):** 02M408

**Principal:** KEITH RYAN

**Principal Email:** KRYAN5@SCHOOLS.NYC.GOV

**Superintendent:** MARISOL BRADBURY

**Network Leader:** LISA PILASKI

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Keith Ryan	*Principal or Designee	
Sara Pourghasemi	*UFT Chapter Leader or Designee	
Sheryl Lieberman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Peter Demour and Holly Phillips	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Chuck Vassallo	Member/ Staff	
Tamara Jaffe	Member/ Staff	
Vincent Lankewish	Member/ Staff	
Senator O’Brien	Member/ Parent	
Geneva Agosto	Member/ Parent	
Nicole Wright	Member/ parent	
Chistina Lloyd	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

PPAS will ensure that all curricula are aligned to standards in all content areas. 80 % of all curricula will be specifically aligned to the CCLS by June 2014.

### **Comprehensive Needs Assessment**

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

The New York State Education Department recognizes the strengths of the recommended federal Common Core Learning Standards (CCLS). The state has implemented the standards across the state. PPAS supports this implementation with specific instructional mandates. Teacher submitted curriculum maps show an alignment rate of approximately 50%.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will use multiple points of entry and strategies for struggling students
2. Curriculum maps will outline points of entry for each class
3. Observations and feedback sessions are held weekly

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. The administration will meet once per week to outline instructional support regarding the implementation of the CCLS.
2. Teachers will submit updated curriculum maps midyear and at end of year. On submission of the curriculum maps, units of study and lesson plans, the principal and assistant principals will assess for quality of instructional strategies and alignments.
3. The principal or an assistant principal will observe one part of the implementation of several tasks for each teacher. A follow up session where administrator provides feedback will follow the observation. This will be scheduled on the same day as the observation.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Baseline assessments in all core classes before the end of September.
2. Weekly formative assessments to track progress and inform instruction.
3. Six week cycles of formal assessments to mark progress and assess along side baseline tests. All aligned to common core standards.

#### **D. Timeline for implementation and completion including start and end dates**

1. Modification of instruction is on-going. Baseline tests complete before the end of September. Six week cycles of formal assessment. Identification of low performance on standards is informal and on-going and formalized via subject area groups every six weeks.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Instruction is planned by individual teachers. Instruction is supported by subject area teams. Instructional modification are on going and formal data processed by subject area teams every six weeks.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team will be informed of the implementation of the action plan and have an opportunity to recommend modifications on behalf of the parent body.

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

## Goal and Action Plan #2

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

### **Annual Goal #2**

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

PPAS will implement a new system of teacher evaluation and development. By June 2014, 50% of the PD offered at PPAS will be based on an analysis of observations conducted school wide to improve pedagogy.

### **Comprehensive Needs Assessment**

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

New York State law requires a new evaluation system. NYC implemented the law using the Danielson Framework of Teacher to leverage highly effective teaching. PPAS has implemented the program with a focus on distributive leadership and moving all pedagogues along the spectrum of the Danielson Framework. Distributed leadership will lead to an approximately 33% observation activity of the school's three supervisors by June 2014.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Observations are carried out and recorded weekly and drive data that informs school leadership of areas of growth which informs professional development, subject area support and individual teacher development.
2. Feedback sessions happen same day as observation and are qualitative and include recommendations and related support when necessary.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Principal and assistant principals share equal responsibility across all pedagogues
2. Feedback is one-to-one.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Principal and Aps meet weekly to assess observation data and share individual teacher development work so as to inform all supervisor teacher interaction and future development strategies.

#### **D. Timeline for implementation and completion including start and end dates**

1. Observational calendar starting in mid September and ends on the last day of May. PD is schedule for three full days and designed as the data is assessed and the year progresses. Final PD is delivered in early June.

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Four elements of observation/development are implemented:
  1. Teacher observation calendar – at least 6 observations per teacher
  2. Immediate day-of feedback
  3. Assessment of data derived from observation/evaluation
  4. Development of individual, subject group and full pedagogical staff

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team will be informed of the implementation of the action plan and have an opportunity to recommend modifications on behalf of the parent body

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

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### Goal and Action Plan #3

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 PPAS will organize our programs to meet the needs of all students. Differentiated instruction will be observed in 100% of ICT classes. Differentiated Instruction will be observed in 70% of all general education classrooms.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 PPAS is a school with diverse learners with various educational, social/emotional and cultural experiences. PPAS has also had a large growth of IEP students due to the New York City special education reform. Data shows an increase of approximately 1% to 12% ICT/SC students

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Class programming for students with IEP mandates and modifications are implemented to support their learning needs. Meanwhile, classroom instruction in all classes will have an increased application of teaching strategies that give all learners access to the topics being taught.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teacher leaders that sit on the School Intervention Team. All pedagogues participation and contributions to subject area teams.

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Students will be informally assessed weekly and formally assessed every six weeks. Assessments will be synthesized with baseline and common core standards.  
 2.

##### **D. Timeline for implementation and completion including start and end dates**

1. All programmatic and scheduling aspects will be complete by end of September. On going modification of classroom instruction will start with first round of teacher evaluation cycle, and continue through the end of the year.

##### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. The essential activity of meeting the needs of all students through instructional strategies is via the Advance and the new teacher evaluation system. We will leverage advance to continually assess and improve access to all learning and successful completion of classes and testing by all students.

#### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team will be informed of the implementation of the action plan and have an opportunity to recommend modifications on behalf of the parent body

#### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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### Goal and Action Plan #4

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

#### **Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 We will implement a Professional Development plan that moves all teacher practice forward and is differentiated for different teachers needs. 75% of PD at PPAS will be differentiated for teacher need by June 2014

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

Teachers are all at different levels of proficiency in their practice and even the most seasoned teachers can always develop new approaches as we assess student performance data. Already Advance and the new teacher evaluation system has given us data (trends of growth areas) that we will use as foci for activities throughout the year. Questioning and Discussion Technique is our highest need at time of publication of this CEP. Although some trends are apparent, we also have derived data that show individual needs among our staff. Q and D need, for example, is generated among 40% of our staff. Normally student performance reflects these trends so we will continue to align student performance data with identified areas of teaching practice growth.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. A PD Team will implement differentiated PD by offering various workshops.
2. Teachers will be guided to choices that enhance their practice and focus on their growth areas.
3. School leaders will implement a calendar of appropriate PD related to the above

**B. Key personnel and other resources used to implement each strategy/activity**

1. School Leadership meet s weekly
2. PD team meets weekly.
3. Calendar review weekly by school leadership

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Teacher evaluation data and student performance on class grades and standardized tests

**D. Timeline for implementation and completion including start and end dates**

1. PD team developed by end of October. On going data assessment by PD team and school leaders. Implementation will be modified throughout the year.

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Common planning time has been intentionally worked into the teacher programs. Subject Area teams meet regularly. Protocols to look at student work together have been implemented

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team will be informed of the implementation of the action plan and have an opportunity to recommend modifications on behalf of the parent body

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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 #5**

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

All core class teachers will use thematic based research projects to foster the best learning environment and teaching strategies for our students.

**Comprehensive Needs Assessment**

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

Underscoring the Danielson Framework components 2C, 3B, 3C, 3D all of which include student responsibility for high level ratings, we have observed that our students are highly motivated when they delve into thematic based research projects where they delve into a topic, carry out their own, investigation and research, discuss and synthesize with classmates, and make their own conclusions.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Teacher will plan instruction is differentiated for interest and learning need.
2. Projects are usually group based, assigned roles with meaningful contributions, textually supported arguments with complex text, rich with justifying claims using text and other resources – both teacher provided and student found.

**B. Key personnel and other resources used to implement each strategy/activity**

1. School Leadership will meet weekly and make recommendations to subject area team meeting sand common planning time for specifically designed PD around thematic research based projects and the teaching strategies needed for effective implementation
2. PD Team will meet weekly to assess projects and inform PD.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Mid-year Advance review of data trends
2. Quarterly individual growth area as related to implementation of theme based projects.

**D. Timeline for implementation and completion including start and end dates**

1. It is understood that project based work will happen throughout the year, but not necessarily in every lesson; however the majority of units will include project based tasks and it is understood that we will assess and improve the practice through the year

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Subject teams and common planning time will be leveraged for data assessment, PD and planning of project based activities.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The School Leadership Team will be informed of the implementation of the action plan and have an opportunity to recommend modifications on behalf of the parent body

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guidance in additional materials providing points of access for struggling students. Extended text analyses with teacher or teacher guided group Guidance on study skill and test preparation. Guided research	<b>Separate time and location, balanced academic support and skills</b> <b>Small group, one-to-one, and tutoring</b> <b>During school day</b>	During the school day
<b>Mathematics</b>	Guidance in additional materials providing points of access for struggling students. Extended analyses of process and reasoning for math topics	<b>Separate time and location, balanced academic support and skills</b> <b>Small group, one-to-one, and tutoring</b> <b>During school day</b>	During the school day
<b>Science</b>	Guidance in additional materials providing points of access for struggling students. Extended text analyses with teacher or teacher guided group Guidance on study skill and test preparation. Guided research. Extended analyses of process and reasoning for math topics	<b>Separate time and location, balanced academic support and skills</b> <b>Small group, one-to-one, and tutoring</b> <b>During school day</b>	During the school day
<b>Social Studies</b>	Guidance in additional materials providing points of access for struggling students. Extended text analyses with teacher or teacher guided group Guidance on study skill and test preparation. Guided research	<b>Separate time and location, balanced academic support and skills</b> <b>Small group, one-to-one, and tutoring</b> <b>During school day</b>	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	One-to-one counseling, small group counseling.	<b>Counseling sessions, 1 period</b> <b>One-to-one or group</b> <b>One to three periods per week, school day</b>	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>408</b>
School Name <b>Professional Performing Arts School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Keith Ryan</b>	Assistant Principal <b>Jodi Kostbar</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Jesse Perlmutter</b>	Guidance Counselor <b>Caitlin Kelly</b>
Teacher/Subject Area <b>Heather Fife</b>	Parent <b>Nimol In</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Teri Gindi</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>517</b>	Total number of ELLs	<b>1</b>	ELLs as share of total student population (%)	<b>0.19%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained											1			1
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	1	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	0
SIFE		ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL							1			1
Total	0	0	0	0	0	0	1	0	0	1

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	1	0	0	1

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 <u>algebra</u>	1		1	
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
We use locally developed assessments designed by our ESL teachers to assess the literary skills of our ELLs. We have found that these assessments most closely align with the academic expectations of our particular classrooms and help us to formulate literacy plans for each ELL.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
We don't really have patterns because we are only looking at one student, but we do regularly assess her achievement data (anecdotal, in class grades, Regents scores, state exam scores, and NYSESLAT scores). What this data reveals is that our current ELL student is able successful and growing in her ability each year, but seems to struggle with the NYSESLAT test itself.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Based on the NYSESLAT data, instruction in the ESL classes will focus on reading and writing slightly more than speaking and listening. This year, we are attempting to increase student achievement on the NYSESLAT by teaching all four modalities through content. It was our aim to create a class that would be inherently appealing to ELLs (the class is about immigration) and therefore increase their attention and enthusiasm around doing the work of skill building in literacy.
4. For each program, answer the following:
  - a. 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?

A. Students fare very differently on exams based on competencies and language skills. Some very limited English speakers still do fairly well on regent exams if they are skilled in the subject area (like Math). The ELA regent is still an obstacle for our ELL's. We have set up the 12th graders who failed the ELA regent with Native language speaking tutors in addition to the services they already receive. ESL Program uses translated copies of texts, audio recordings, and native language supplemental materials, when available.

B. Our students take the regular ACUITY tests. The teachers then consult the website to review results by student and then assign them appropriate skill-based work.

C. periodic assessments sometimes correctly indicate deficiencies and offer specific and timely information about student abilities. Other times, they simply indicate a deficiency in test-taking. Further information is sometimes needed to determine if skill-based assignments are necessary.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The LAP team members meet periodically and evaluate all available data (anecdotal information, class grades, Acuity results, Regents, length of time in the country/program, graduation rates, NYSESLAT results, etc.) Based on this information, we determine the success of the program and where improvements can be made. We work collaboratively to find solutions to short and long term problems bringing in information from all shareholders.
7. 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?  
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We triangulate data (class grades, anecdotal information, Regents, and NYSESLAT scores) to assess the growth of each student. We also survey the ELLs to get feedback from the students.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) that is administered by our Assistant Principal, Jodi Kostbar. This survey informs school staff of the language that is used at home. Those students whose HLIS reveals that a language other than English is spoken at home, we administer an English proficiency test called the "Language Assessment Battery-Revised (LAB-R)" within 10 days of initial identification. Performance on this test determines the child's entitlement to English language development support services. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. The score on the LAB-R determines whether or not the student is entitled to ESL classes and his/her level. The child is then programmed for the appropriate amount of ESL for support. All students identified as ELLs take the NYSESLAT each Spring. An ATS report will list the students eligible for the NYSESLAT, the tests are ordered and administered, adhering strictly to DOE and NYSED memos on NYSESLAT test administration. Jodi Kostbar, the test coordinator is responsible for making sure that all components of the test are administered correctly. The results on the NYSESLAT determines if students have tested out of ESL placement/ELL status or students continued placement in ESL classes for the following year, as well as their proficiency level. We provide the level or amount of services dependent on student's NYSESLAT test performance.
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.  
Due to the small number of ELL students we have on our register, we have the unique opportunity to have small conferences with every family. We schedule a meeting with the families of ELL students, the principal, the ESL teacher and the Parent Coordinator. During this meeting, we provide information and explain all three programs that parents can select: Transitional Bilingual, Dual Language, and Freestanding ESL. During our orientation meeting, we have a Q and A session to address individual questions. We show parents a video that is available in 13 languages on the Department of Education's website. We review the video and the option of the three programs (Transitional Bilingual, Dual Language, Freestanding ESL). Near the end of the meeting, we distribute and collect the Parent Survey and Program Selection form. We currently have one ELL student enrolled in our school. If in the future we have sufficient students for a Dual Language program, then we will gladly open a such a program.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
Parents complete the Parent Survey and Program Selection form towards the conclusion of the orientation meeting. Sometimes a parent requests more time to determine the specific program of choice. In these cases, parents may mail or have their child return the form to us. We provide reminders to return the forms by our guidance counselor. Entitlement letters are generated by the ELL coordinator, Jodi Kostbar, usually in late August for students who are entitled to support in classes for English Language Learners based upon the results of the spring NYSESLAT. Letters are translated into the student's home language and they are mailed home. All letters and forms that have been received as well as signed by parents are kept in the guidance department office.
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.  
At the time of registration, the principal, ESL teacher, and Parent Coordinator discuss the variety of services that may be provided to ESL students. These include bilingual and Freestanding ESL instructional programs. We provide information through an interpreter to ensure that parents understand the program choices. We show an orientation video in the parent's home language. After the video, all questions are answered. Parents fill out in their home language near the conclusion of the orientation a Parent Survey and Program Selection form where they select their program choices. We currently offer ESL but will support families who want a program that we currently do not offer through outreach to the Office of English Language Learners. As our ELL population grows, we plan to develop a dual language program. Parent choice is indicated in the ELPC screen in ATS.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test

(NYSESLAT) to all ELLs each year.

Our Assistant Principal, Jodi Kostbar, identifies well in advance the specific days to administer all sections of the NYSESLAT. Ms. Kostbar selects staff and schedules the staff to administer the NYSESLAT. She also identifies and schedules the student(s) who will be assessed. To identify the students, we run a few ATS reports (RLAT and RELC). As the test coordinator, Ms. Kostbar provides the needed training for our teachers to administer the NYSESLAT. We ensure that all students are administered the NYSESLAT. Finally, we review with our teachers how our students performed.

6. 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.) 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.  The current parent of our student who is an English Language Learner has selected Freestanding ESL. The trend has been for parents to select Freestanding ESL. Thus, the program model of ESL is in alignment with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?
    - A. collaborative, self-contained, sheltered
    - B. ungraded, heterogenous
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)?

We have two ESL licensed teachers on staff. One of them is currently scheduled to teach our ELL student and the other helps

with NYSESLAT administration in spring of each year. ESL class is scheduled for 5 days a week for 43 minutes a day. ELA class is also 5 days/week and 43 min/day.

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 foster language development and meet the demands of the Common Core Learning Standards.

We have a very small population of ESL students so we have only one teacher who provides all the mandated minutes of services (although some students receive additional minutes through an out-of-school provider. The curriculum and instructional methods are aligned with the NYS ESL/NLA standards. Strategies engage students in activities of active, cognitive challenge and require students to demonstrate their thinking.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Daily ESL lessons combined with individualized support, tutoring (both in English and native language) and differentiated instruction. We have regular assessments utilizing native language in order to measure students' cognitive growth.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
By using practice test materials and doing targeted NYSESLAT-like activities every 6 weeks.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Meeting the needs of diverse learners enrolled including SIFE, Students with Special Needs and all levels of ELLs. Below we outline our non-negotiable elements that assure classroom instruction in our language program is meeting the needs of all students.

- On-going tracking of individual students' language skill evidenced by:
  - o Bi-weekly assessments that identify students TESOL and ELA level
  - o Graphs and/or charts placing individual students on a continuum aligned with language acquisition benchmarks
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on ELL need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high

achieving students

- Teaching of skills and knowledge needed in content area evidenced by:
  - o Use of instructional strategies identified by grade teams that incorporate content area vocabulary and concepts
  - o Lesson plans and instructional strategies that are aligned with and model the content area lessons and instructional

practices

A classroom where these elements are effectively incorporated will look different than a traditional teacher-centered classroom. The environment of the programs for ELLs will be defined by student choice and teacher guidance. The teacher will tier instruction in such a way that when students enter the room they will have various choices about how they access and move through the learning objective. Choices will generally be made regarding the level of English or foreign language that the student can comprehend. Because there are four areas of communication associated with language (hearing, reading, speaking and writing) and students will have varying proficiency among them, they will have access to each mode of communication at different levels. Below is one high leverage strategy that will be used in the language programs.

Three levels of proficiency: low to high	Speaking choice	Listening choice	Writing choice	Reading choice
Level one	Confer with teacher	Green audio/video	Writing prompt 1	Meet Martin Luther King
Level two	Confer with partner	Blue audio	Writing prompt 2	Martin Luther King: Man and Mission
Level three	Discuss in group	Black audio	Writing prompt 3	MLK: A Short History

The objective of the unit is for students to use English to express their opinions and ideas from a variety of perspectives (NYS ESL/NLA Standard 3). For this lesson the teacher has decided to use the life of Martin Luther King to illustrate the viewpoint of peaceful demonstration. The teacher chose three levels of books on the subject of MLK, wrote three writing prompts of varying degree of difficulty, and found three videos or recordings about MLK.

In this example, students may choose one way to access information by reading, writing or listening, and then choose one way to practice speaking about the topic. The teacher will guide students in making the most appropriate choices based on her thorough understanding of individual student capabilities in the language. Note that in this example, the teacher will be working specifically with

the lowest level speakers in a one-on-one setting. Higher level speakers will have more responsibility in monitoring their own work.

This strategy is one high leverage approach to meeting the needs of all learners. Teachers will use other strategies such as leveled groups, conferring, targeted group instruction, partnering and interest-generated activities so that all students are engaged and working toward shared goals.

In the example above, the teacher may have chosen the topic of Martin Luther King because the students are studying the civil rights movement in social studies. The teacher will emphasize vocabulary and concepts related to the social studies unit while focused on language skill. This underscores the importance of team planning and building common planning time into our master schedule.

#### Content Area Classes – Supporting Diverse Learners in the Core Curriculum

Content area teachers must tackle the challenge of meeting the needs of diverse learners while preparing students for the demands of the content area standards. The nature of language programs will present diverse language need, and preparing for this will be a major focus in our instructional planning. In addition, we are aware that students will have different levels of experience in the content area knowledge and skills. Therefore, the approach to teaching core classes must include:

- Planning for diverse language capacity
- Planning for diverse skill and knowledge in content area

An essential attribute of our pedagogy is that the non-negotiable elements in the areas of both support classes and core classes co-exist and serve as our main reference for common planning among teachers on the same grade level. For instance, grade teams should be comparing assessments from language program classes to assessments from core subject area classes in order to fully understand a student's learning needs and plan appropriate instruction for that student. Though similar to those for the support classes, the non-negotiable elements for meeting the needs of diverse learners in our core classes are worth listing here

- On-going tracking of individual students' content area skill and knowledge evidenced by:
  - o Bi-weekly assessments that identify students understandings of prerequisite and current content area topics with a significant awareness of how language capacity is related to understandings
  - o Graphs and/or charts that place students against the standards for the content area
- Developmentally appropriate challenge and rigor evidenced by:
  - o Lessons that include targeted strategies for specific student learning needs as identified by regular assessments
  - o Ability to modify instructional activity based on content area need and language need
  - o Planned and prepared strategies and materials for diverse learners on a spectrum from struggling students to high achieving students
- Teaching of prerequisite skills and knowledge needed to meet grade level standards in content area evidenced by:
  - o Use of instructional strategies identified by grade teams that incorporate language support where necessary
  - o Lesson plans and instructional strategies that allow students access to information necessary for them to participate and succeed in performance tasks

Therefore, teachers of core classes will provide multi-leveled support that includes planning for diversity in both language capacity and content level understandings. Continuing with our high leverage strategy of providing student choice, a sample of what this might look like in a math class is below:

Levels of Math Understanding	Language Support Material	Math Support Material	Learning Group
Need for foundational skill	Full translation	Base practice	Teacher led
Need for some review	Vocabulary list support	Ramp up practice	Individual work
Grade level – fully prepared for math topic	No language support	New work only	Group work

Students entering this math class will have choice in the area of language support by utilizing available materials. Students will also have choice in math support in both materials and working groups. The teacher's role is to guide students to the appropriate supports and then participate in targeted teacher led instruction and activities. In this case, the most struggling students are in a targeted group and the intermediate students are doing individual work. Groupings are flexible and can be utilized in various ways in on-going lessons.

7. 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?

See above section.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

See above section.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

9. 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.

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

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

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

Who comprises The Learning Center staff?

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

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

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

Translated materials are available in our Learning Center and through our tutoring program.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program seems to help support ELLs by providing specific, targeted instruction in the four modalities, while also supporting ELLs with their regular academic classes. Where we seem to need improvement with our one, current long term ELL, is helping her to pass the NYSESLAT.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

No programs are slated to be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We have a growing library of books in Chinese and some movies with Chinese subtitles. We have ESL textbooks and workbooks and books on tape. We have ordered NYSESLAT test prep books. We use google docs to share tutoring and instructional materials (such as translated powerpoints) with the ELL subgroup.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Chinese and Spanish language support is available through tutors and content area teachers (when possible) to aid students in their

native language skills in the ESL program

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All of our school's support services and resources are age and grade appropriate, as we have materials and services for students ages 11-17.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
Because the bulk of our school's ESL population is part of the Juilliard pre-college program, we have a unique opportunity to partner with them and offer these newly enrolled students an orientation to PPAS, the NYC DOE and our policies and procedures. We give them a tour, go over our PPAS handbook and take questions about the ESL and regular program.
18. What language electives are offered to ELLs?  
Elective language classes in Spanish are offered to ELL students if their programs allow for it.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 and 2.

### DAY ONE: Learning Walks

Introduction: Teachers read “ Learning to Walk, Walking to Learn” by Richard Lemons and Deborah Hesling with the following questions in mind:

- What can I learn from being observed?
- What can I learn from being an observer?

Activity: Teachers will view a 15 minute film of a first year teacher delivering a lesson. Groups of 3 will then practice providing feedback as if the teacher was with them, while other teachers observe the meeting. We will debrief then another group will model the feedback meeting, cycling through so that all participants have a chance to model the feedback session and debrief.

Rationale: The core of our PD will be Learning Walks and we want understanding of the practice and protocols, and to give teachers an opportunity to experience and question the process.

### DAY TWO: Looking at Student Work Together

Introduction: Teachers are given book Looking at Student Work Together and asked to read chapter 2, “Two Ways of Looking at Student Work Together.

Activity: Teachers will work in groups of five that receive portfolios of sample student work and will practice the protocols described in the book.

Rationale: Our central organizational development is the work of teacher teams meeting to assess student work and plan lessons and instructional strategies based on the needs expressed in the work. Practicing the prescribed protocols is not to require them, but rather to encourage deep analysis of how we translate assessments to classroom practice.

### DAY THREE: The Differentiated Classroom

Introduction: All teachers will receive a copy of Ann Tomlison’s Differentiated Instruction.

Activity: Teachers will work in pairs to deconstruct a sample lesson plan provided to them and rebuild it for a class with a group of ELLs, emerging bi-lingual and monolinguals as well as students with learning disabilities.

Rationale: Core to our school is the diverse classroom, specifically the groups above. We appreciate the challenge in planning for such classes, encourage the practice, and recognize the important of developing teachers in this area.

### DAY FOUR: Teaching English Language Learners

Introduction: All teachers will receive a copy of Teaching English Language Learners Across the Content Areas.

Activity: Working in cross-subject teams of three, teachers will use the book and the work of the previous three days to plan a lesson in each subject area with a keen eye on how ELLs will be able to learn the topic.

Rationale: All teachers will have classes that are at least partly enrolled by ELL students. The objective is to build skill in this essential area before the school year begins.

### DAY FIVE: NON-COGNITIVE SKILLS

Introduction: Teachers will read section 2.2 – 2.8 of How Children Succeed.

Activity: Teachers will be given two incomplete rubrics that measure empathy and engagement. They will discuss their expectations of how students will engage and interact with others and complete the rubrics by filling in indicators for headings, “approaches,” “meets,” and “exceeds.”

Rationale: We want the teachers to engage in deep thinking about our core values and how they envision these values practiced in their classrooms.

3. Our staff receives training in transition for our students and we have a special program called Freshmen Forum that helps our 9<sup>th</sup> graders transition into high school in general and PPAS in particular.

4. This training takes place largely on Day 4 of the above plan with supplemental activities scheduled in the weeks afterwards for follow up.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. We have a very active parent community who are part of our school leadership team (SLT) and who attend PTA meetings. They participate in fundraising activities, attend many school events (such as shows), and volunteer to help at events like auditions. Parents of ELLs are invited to a yearly "coffee break" to come in a discuss our school, any questions they might have, or the ESL program. We also invite them to participate in our International Day. Whenever possible, we invite them as guest speakers for history/social studies classes.
  2. The Juilliard pre-college program provides students with supervision and additional support. They sometimes act as advocates and/or liasons between families and students and the school. Our partnership with ELS is based around the provision of voluntary additonal ESL instruction when ELL students or their families request it.
  3. We use the NYC BOE school survey, we do outreach through our various programs (e.g. college office reaches out to survey parents about college needs), we have an SLT, and through our parent coordinator. We have a translation service that we work with to translate any letters or school communications (e.g. emails) into native languages for ELLs.
  4. Primarily through workshops at PTA meetings. We usually have breakout groups to address specific needs (such as college admissions) or at additional evening events like orientations. We hire translators for these events.

## E. 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 response to question here:

## Part VI: LAP Assurances

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

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

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **02M408** School Name: **Professional Performing Arts School**

Cluster:        Network: **108**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

The school will provide written translation services by

- 1) assessing the need for translation
- 2) assessing the language of translation
- 3) adopting DOE policy in order to access all available provided translation services via our counseling office supervised by the AP of organization.

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

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

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

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