



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THEATRE ARTS PRODUCTION COMPANY
DBN (i.e. 01M001): 10X225
Principal: RON LINK
Principal Email: RLINK2@SCHOOLS.NYC.GOV
Superintendent: ELAINE LINDSEY
Network Leader: MARGARET STRUK

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
RON LINK	*Principal or Designee	
STEVE GOLDMAN	*UFT Chapter Leader or Designee	
MICHELLE JERVIS-WHITE	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
ZUNISABEL CASTILLO & BRIANNA CABRERA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
TALIBAH ROBERTS	Member/ PARENTT	
TRACY WOODALL	Member/ PARENTT	
MARISOL FRATICELLI	Member/ PARENTT	
JOHN SANDROWICZ	Member/ UFT MEMBER	
WILLIAM SOLTIS	Member/ UFT MEMBER	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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.

By June 2014, there will be a 10% increase in the passing rate of the combined January and June non CCLS ELA Regents pass rate.

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 basis for this needs assessment is based on our most current Progress Report, wherein our ELA pass rate was 0.54

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. We will create pockets of weekly meeting times from September 2013 through June 2014 to create a protocol for looking at student work, specifically the item skills analysis.
2. Identify the three areas /performance indicators/strands where students displayed the weakest performance.
3. Appropriate instructional techniques will be identified by teacher leads, individual teachers, content area teams, and administration, and utilized to teach each of the above three areas.
4. Principal and Assistant Principal will work with our individual ELA teacher to align instruction with CCLS specifically around the three areas /performance indicators/strands.
5. Administration will meet with all teachers for teacher data reflections & action plans to adjust instruction to improve student learning in English Language Arts.
6. Administration will monitor and analyze scholarship data overviews by marking period for percentage change by grade level, department, and individual teachers.
7. General Education and Special Education teachers will meet regularly to co-plan lessons that address student differences and challenges and employ strategies to help students succeed.
8. Baseline, midterm and final exams will be administered in November/December, January/March, February/March, April/May and June respectively before the English Language Arts exam.
9. Administration will meet with all teachers for teacher data reflections & action plans to adjust instruction to improve student learning in English Language Arts.
10. Administration will monitor and analyze scholarship data overviews by marking period for percentage change by grade level, department, and individual teachers.
11. General Education, Special Education and ESL teachers will meet to co-plan lessons that address student differences and challenges and employ strategies to help students succeed.
12. Regents Prep will be offered after school for six weeks prior to the start of the Regents testing period.
13. Teachers of Regents Prep afterschool and Regents Review (no credit) will utilize item analysis data and scores from each student on their class roster to guide their instruction.
14. Letters will be sent and phone calls will be made home to parents apprising them of their child's status regarding what Regents they are slated to take, prior test scores, and the Regents' Prep schedule for Tues, Wed, Thurs and Saturday.
15. Copies of students past exams will be used to analyze areas of strength and otherwise to inform instruction and surgically impact student learning.
16. Parents of all students slated to take the ELA Regents will be invited to have a meeting with our Regents Readiness Team (Principal, Assistant Principal, IEP/ESL Coordinator, Guidance Counselors, Community Associate, Parent Coordinator, Parents and Students)

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

1. Principal, Assistant Principal, and Instructional Leads will meet to create sample item skills analysis.
2. Teachers will identify the three areas/performance indicators/strands where students displayed the weakest performance and revise Atlas curriculum maps to include the three areas /performance indicators/strands through the lens of the CCLS.
- 3.
4. , ARIS, Leadership Academy Coach George Foley, IEP/ESL Coordinator, Guidance Counselors, Community Associate, Parent Coordinator, Parents and Students.

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

1. Our teachers, data specialist, guidance counselors and administrators will conduct analyses of the results of formative assessments after each quiz, mid-term, final and marking period throughout the school year as compared to the Regents results to evaluate growth in student learning and effectiveness of teachers adjusting

teaching based on data analysis of students actual exams (essays) and item analysis.

2. Principal and Assistant Principal will evaluate meeting notes and goals provided by all team meetings on a weekly basis.

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

1. 6 weeks prior to the January and June Regents.
2. The entire school year for courses ending in the ELA Regents exam.

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

1. Weekly meetings of Principal and AP with all teachers who instruct a course ending in the ELA Regents and/or a Regents Prep class.
2. Instructional Leads devise actions plans based on data analysis that are provided to teachers as models of effective instructional intervention.
3. Monthly departmental/faculty meetings, subject area, and grade level meetings will be held on the first Monday of each month from 8:00 am to 9:05 am
4. Per session will be utilized to pay for professional development and Instructional Lead meetings provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for AP).

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).

- Outreach to parents via direct phone calls, parent coordinator with monthly parent/guardian newsletters that apprise parents of workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
 - Host the required Annual Title I Parent Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
 - Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
 - Provide written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
 - Distribute school newsletter in English/ Spanish and web site address, www.tapconyc.org (including online translation) designed to keep parents informed about school activities and student progress (www.skedula.com).
 - Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - Provide assistance to parents in understanding City, State and Federal standards and assessments.
 - Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report.
 - Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the our school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions (Parents Association, SLT).
 - Translate all critical school documents and provide interpretation during meetings and events as needed.
 - Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
 - Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
- Parents will receive letters and phone calls home regarding the availability of teachers after school for individual and group tutoring.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	X	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 #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.

To actively support teacher growth throughout the 2013-14 academic year, teachers will be supported through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's *Framework for Teaching*.

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.

1. Critical teaching skills and behaviors are necessary to prepare students for the demands of the Common Core and 2005 NY State Standards (either Regents exam).
2. A continuation of the DOE's focus on developing teacher practice through improving and refining the feedback process between teachers and administration through Danielson.

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 who have been identified as Developing or Ineffective in any Danielson domain will be monitored and receive support from administration, outside consultants, and other teachers with higher levels of mastery in any Danielson domain with particular emphasis on (a) higher order questioning to push students' critical thinking. (b) opportunities for students to question and discuss with each other (c) accountable talk (c) purposeful grouping, and (d) differentiation for all learners through providing varied entry/completion points.
2. Teachers will attend PD led by administration, instructional leads, network personnel, DOE and other professional development.
3. Per session will be utilized to pay for professional development provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for AP).

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

1. Principal, Assistant Principal, Instructional Leads, ADVANCE data, Leadership Academy Coach George Foley, IEP/ESL Coordinator.

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

1. In the summer, teachers will attend professional development to help them deeply understand the four Danielson domains and follow up with additional PD sessions throughout the school year on Chancellor's conference days and during regularly scheduled teacher team and faculty meetings.
2. Teachers will establish personal SMART goals shared during their IPC conferences. One goal will be Danielson-aligned based on a self-assessment and two goals will be based on two Measurements of Student Learning (MOSL).
3. Administration will identify resources and establish structures to support teachers' understanding of the Danielson Framework (e.g., videos on TPR, ARIS Learn, EngageNY, teacher team meetings, inter-visitations, and our own video-taped professional development).
4. Teachers will participate in at least 18 hours of professional development throughout the 2013-14 school year on norming teacher practice using videos, sharing best practices that reflect standards for Effective and Highly Effective in each area, identifying areas of growth based on prior observations of each other's practice, and developing personal development plans.
5. Based on informal and formal classroom observations, administration will prioritize important practices with clear actions to be taken that improve student learning such as (a) higher order questioning to push students' critical thinking, (b) opportunities for students to question and discuss with each other, (c) accountable talk (c) purposeful grouping, and (d) differentiation for all learners through providing varied entry/completion points.
6. Facilitate teacher-to-teacher inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.
7. Principal and AP will have meetings with teachers to discuss informal observations and teacher next steps along with supports to be provided by administration.
8. Principal and AP will meet with teachers to discuss their progress with written and actionable feedback towards:
 - a. Achieving their individual IPC Danielson and MOSL goals.
 - b. Improving important practices such as (a) higher order questioning to push students' critical thinking, (b) opportunities for students to question and discuss with each other (accountable talk) (c) purposeful grouping, and (d) differentiation for all learners including but not limited to multiple entry points and tasks of varied difficulty.**
 - c. Moving from ineffective, or developing to developing and effective, respectively in any Danielson component.
9. Online posting of each week's professional development calendar and memorialization of all PD activities and materials. Administration and teachers attend Network PD and turnkey to staff.

Evidence

1. Data from observations that demonstrates teacher growth in Danielson competencies from the beginning to the end of the 2013-14 academic year.

- Administration will track teacher growth through keeping a record of informal observations, meetings with teachers, and documented teacher growth in the areas of **(a) higher order questioning to push students' critical thinking, (b) opportunities for students to question and discuss with each other, (c) accountable talk (c) purposeful grouping, and (d) differentiation for all learners through providing varied entry points and tasks of varied difficulty.**
- D. Timeline for implementation and completion including start and end dates**
- Entire staff chose Option 1 so we will have two informals, one formal, followed by informal in order to have baseline data to analyze and provide actionable feedback and support to teacher.
 - Begin in September 2013, concluding in March 2014 prior to any State Exams for Middle School and June 2014 for any State Regents exams.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Weekly meetings of Principal and AP with all teachers who instruct a course ending in the ELA Regents and/or a Regents Prep class.
 - Instructional Leads devise actions plans based on data analysis that are provided to teachers as models of effective instructional intervention.
 - Per session will be utilized to pay for professional development and Instructional Lead meetings provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for teachers and AP).

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).

Parents will be encouraged through parent newsletters, the school website, and parent teacher conferences to monitor their child's teachers' progress by asking their children about their learning. Specifically (a) Do your teachers ask you questions that make you think? For example, to defend your answer with details and facts from a close reading of a text or other resource? (b) Does your teacher provide you with opportunities to discuss your thinking with another student or in smaller groups (accountable talk)? (c) When you do group work, are learning more and better than if you were receiving whole class instruction? (d) Does your teacher engage you to learn with different ways of representing a story, a math or scientific process by using images, sounds, text, video, concept maps, Web links, or animation of what a text means?

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

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.

Our English, Math, Social Studies, Science, Special Education, ESL and Arts teachers will design, implement and revise Common Core-aligned units during the 2012-13 academic year with particular focus on the instructional shifts in Math and Literacy.

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

Instructional Strategies/Activities

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

- School leadership will meet bi-weekly with teacher leads, join team meetings on a regular basis, and coordinate this work across the grades.
- All English, Math, Social Studies, Science, Special Education, ESL and Arts teachers will participate in weekly department meetings during their common planning blocks, with the support of our school's leadership and instructional leads.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skill and inform the revision of their instructional units.

4. Departmental teams will examine sample units of study, including copies of performance tasks, rubrics, and student work.
5. During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the Instructional Shifts in Math or Literacy.
6. Teachers will collaboratively assess the quality of student work that comes out of the implementation of the units incorporating the Instructional Shifts in Math or Literacy.
7. Teachers will have additional opportunities to earn per session for curriculum planning and task design.
8. Professional development for all teachers on the CCLS.
9. Teachers and administration who attend network workshops will turnkey to rest of staff.
10. Professional development in analyzing current student work to understand the gaps in student performance and CCLS expectations.
11. Weekly meetings of Subject Area Inquiry Teams.
12. Strengthen student work by examining and refining curriculum, assessment, and classroom instruction.
13. Look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands.
14. Look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and creating and implementing a plan for communicating lessons learned to other school staff.
15. Design one marking period final project that is based on S.T.E.A.M. integration assessment based on Common Core Literacy and Math Instructional Shifts, Additional Core Contents (Science, Social Studies, Technical, Fine Arts), 21st Century Skills with an authentic assessment rubric based on concepts, skills, structure, development, application, and presentation.

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

1. Principal, Assistant Principal, Instructional Leads, EP/ESL Coordinator, Teachers, EngageNY, Atlas Rubicon Curriculum Mapping software, and the Steam Point textbook.

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

1. Devised in collaboration with Instructional Leads, use of lesson plan elements that include: Standards; Learning Objective(s) SWBAT (DOK-based verbs); Academic Vocabulary; Connection to Unit Map; Materials to Be Used; Instructional Groupings (purposeful); Task(s) or Learning Activities-Differentiated and/or UDL-based; Questioning & Discussion- Some scripted; Assessment; Meeting the Needs of All Learners- use of specific data (state or teacher assessments); and Addressed Math or Literacy Instructional Shift.
2. Teachers will attend PD led by administration, instructional leads, network personnel, DOE and other professional development.
3. Per session will be utilized to pay for professional development provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for AP).

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

1. Throughout the 2013-14 academic year.

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

1. Faculty/Departmental meetings of Principal and AP with all teachers.
2. Instructional Leads and other teachers who attend professional development either: turnkey to other staff during bi-monthly Faculty/Departmental, Grade level or Subject Area meetings; intervisitation to their classrooms; or providing materials to Assistant Principal for inclusion on school website and easy access by teachers.
3. Principal and AP review curriculum maps and lesson plans providing actionable feedback in a timely manner.
4. Per session will be utilized to pay for professional development and Instructional Lead meetings provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for teachers and AP).

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).

0. Outreach to parents via parent coordinator with monthly parent/guardian newsletters that apprise parents of workshops with topics related to the Common Core and training to build parents' capacity to help their children at home.
 1. Host the required Annual Title I Parent Meeting to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
 2. 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 as related to the Common Core Instructional Shifts.

3. Distribute school newsletter in English/ Spanish and web site address, www.tapconyc.org (including online translation) designed to keep parents informed about school activities and student progress (www.skedula.com).
4. Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
5. Provide assistance to parents in understanding City, State and Federal standards and assessments.
6. Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the our school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions.
7. Translate all critical school documents and provide interpretation during meetings and events as needed.
8. Establishing a Parent Resource Center/Area or lending library; instructional materials for parents.
9. Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress.
10. Parents will receive letters and phone calls home regarding the availability of teachers after school for individual and group tutoring.

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

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.
N/A

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.

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.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
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.

N/A

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.

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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	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.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>High school students who entered as part of the city's bottom 1/3 where entered into AIS. Students work on skills and strategies associated with the ELA Regents exams including but not limited to reading comprehension, reading analysis, identifying elements of literature and organization of writing. Middle school students who entered the year identified in the city's bottom 1/3 based on their state ELA test scores entered into AIS. Skills and practice include but are not limited to reading comprehension, reading analysis, identifying elements of literature and organization of writing.</p> <p>ELA Regents Prep</p>	<p>In general education classroom ratio is no greater than 10 students to 1 teacher. In special education classroom, ratio is no greater than 5 students to 1 teacher.</p> <p>Targeted students who have sat and failed the ELA regents get after school tutoring in small groups.</p>	<p>Service is being provided Tuesday, Wednesdays and Thursday from 8:30-9:08 prior to the start of the official school day.</p> <p>After school Tuesday, Wednesday and Thursday from 3:30-5:15</p>
Mathematics	<p>High school students who entered as part of the city's bottom 1/3 where entered into AIS. Students work on skills and strategies associated with the Math Regents exams including but not limited to analyzing word problems, solving and factoring equations, identifying how to maximize credit on Part II-IV of the Regents Exam. Middle school students who entered the year identified in the city's bottom 1/3 based on their state Math test scores entered into AIS. Skills and practice include but are not limited to analyzing word problems, solving and factoring equations, identifying how to maximize credit and strengthening basic algebraic concepts.</p> <p>Algebra Regents Prep</p>	<p>In general education classroom ratio is no greater than 10 students to 1 teacher. In special education classroom, ratio is no greater than 5 students to 1 teacher.</p> <p>Targeted students who have sat and failed the ELA regents get after school tutoring in small groups.</p>	<p>Service is being provided Tuesday, Wednesdays and Thursday from 8:30-9:08 prior to the start of the official school day.</p> <p>After school Tuesday, Wednesday and Thursday from 3:30-5:15.</p>
Science	High school students who entered as	In general education classroom ratio is	Service is being provided Tuesday,

	<p>part of the city's bottom 1/3 where entered into AIS. Students work on skills and strategies associated with the Living Environment and Earth Science Regents exams including but not limited to test taking strategies. Middle school students who entered the year identified in the city's bottom 1/3 based on their state ELA test scores entered into AIS. Skills and practice include but are not limited reading non-fiction texts and making claims and supporting with evidence.</p> <p>Living Environment Test Prep</p>	<p>no greater than 10 students to 1 teacher. In special education classroom, ratio is no greater than 5 students to 1 teacher.</p> <p>Targeted students who have sat and failed the Living Environment regents get after school tutoring in small groups</p>	<p>Wednesdays and Thursday from 8:30-9:08 prior to the start of the official school day.</p> <p>After school Tuesday, Wednesday and Thursday from 3:30-5:15</p>
<p>Social Studies</p>	<p>High school students who entered as part of the city's bottom 1/3 where entered into AIS. Students work on skills and strategies associated with the Global Studies and U.S. History Regents exams including but not limited to test taking strategies. Middle school students who entered the year identified in the city's bottom 1/3 based on their state ELA test scores entered into AIS. Skills and practice include but are not limited reading non-fiction texts and making claims and supporting with evidence.</p> <p>Global Studies and U.S. History Regents prep.</p>	<p>In general education classroom ratio is no greater than 10 students to 1 teacher. In special education classroom, ratio is no greater than 5 students to 1 teacher.</p> <p>Targeted students who have sat and failed the U.S History and Global Studies regents get after school tutoring in small groups.</p>	<p>Service is being provided Tuesday, Wednesdays and Thursday from 8:30-9:08 prior to the start of the official school day</p> <p>After school Tuesday, Wednesday and Thursday from 3:30-5:15</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>In addition to mandated counseling, students are scheduled for additional academic and other counseling. Astor Children Services are also available to see students at-risk</p> <p>Guidance Counselor and Social Workers provide mandated counseling as per student IEP.</p> <p>Nurse on staff to address student health conditions such as diabetes, seizures and asthma.</p> <p>Response to Intervention</p>	<p>Individual support or small group based on provider discretion</p> <p>Individual or small group based on IEP mandate</p> <p>Small group or large group instruction based on the needs of the school</p> <p>Individual service, meeting occur periodically, students are reviewed every 6 weeks to check on progress</p>	<p>Service is being provided Tuesday, Wednesdays and Thursday from 8:30-9:08 prior to the start of the official school day.</p> <p>As needed throughout the school day</p>

**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.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
To attract and encourage our current staff to become highly qualified, we develop action plans provide thorough professional development to our teachers in understanding the Common Core Standards Initiative. Teachers meet during weekly common planning sessions to discuss common core requirements, standards and the Common Core Aligned Tasks with Coaches and Data Specialist. New and tenured teachers are working together to share best practices for implementation.

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).
High quality and ongoing professional development is provided to teachers from administrators, coaches and data specialists to all teachers and paraprofessionals. The designated staff who are providing this support to teachers attend workshops and trainings held by Central and Fordham PSO to becoming experts in their subject matter/topic before presenting it to teachers.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Programs supported from the Federal, State and local services are coordinated to achieve this goal. The Common Core Standards Initiative is one that was created on a national level and adopted by New York State and determined to be a priority by the NYCDOE. We created initiatives that are aligned to the Common Core Learning Standards and all funds are consolidated to support those programs. .

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.
Teachers are involved in school decision making in a variety of ways: all professional development takes place in teacher teams allowing teachers to shape that work in accordance with overall school goals articulated herein; Teacher Inquiry Teams explore the outcomes of their students' work then provide feedback and suggestions into the goal-setting process. Changes in decisions about the choice of curricula and other resources, for example our new ELA and math curricula, were made by teachers after presentations by vendors and school Administration. Particular attention is paid to DOE School Survey data provided by teachers in assessing needs. Also, Instructional Leads meet weekly with Administration with action plans based on data, and provide suggestions for professional development and assist in determining efficacy of multiple assessments.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 10	Borough Bronx	School Number 225
School Name Theatre Arts Production Company School		

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 Ron Link	Assistant Principal Demetri Nicolopoulos
Coach N/A	Coach N/A
ESL Teacher Domenic Branca	Guidance Counselor Roberto Fernandez
Teacher/Subject Area Michael Berkowitz	Parent Michelle Gervis
Teacher/Subject Area type here	Parent Coordinator Lissette Mendoza
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	585	Total number of ELLs	31	ELLs as share of total student population (%)	5.30%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	17
SIFE	4	ELLs receiving service 4-6 years	17	Long-Term (completed 6+ years)	11

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	4	1	1	16	3	7	11		9	31
Total	4	1	1	16	3	7	11	0	9	31

Number of ELLs who have an alternate placement paraprofessional:

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							9	2	5	8	3	0	1	28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1		1				2
Other										1				1
TOTAL	0	0	0	0	0	0	9	3	5	10	3	0	1	31

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)								1	4	4	1			10
Advanced (A)							9	2	1	6	2		1	21
Total	0	0	0	0	0	0	9	3	5	10	3	0	1	31

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													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	9		1		10
6	2	1			3
7	5				5
8	5	3	1		9
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	9		0		1		0		10
6	2		1		0		0		3
7	4		0		1		0		5
8	5		3		1		0		9
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	2		4		3				9
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	2			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2			
Physics				
Global History and Geography	1			
US History and Government	1			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 - TAPCo is an Intermediate/High school in the Bronx, NY. To evaluate ELL literacy skills, teachers from TAPCo are encouraged to use student performance data on multiple assessments within program design descriptions to plan instruction, and differentiate learning and teaching, to meet the needs of each ELL student. ELL students are assessed through NYS baseline assessments that are administered by the ESL teacher, periodic informal assessment, and exams designed through Datacaton.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the NYSESLAT and in the middle school it reveals that 75% of the ELL population falls in the advanced category, with the remaining 25% falling into Intermediate. Sixth grade students entered Tapco at the Advanced level. Further analysis of 6th grade data reveals that the area of greatest need was found on the listening of the NYSELAT exam. The ESL teacher has targeted the listening skill in curricular decisions and classroom planning. Seventh grade students have tested at both the ADVANCED and INTERMEDIATE level. Eighth grade students have tested at the Intermediate level and tested at LEVEL 1 for NYS ELA assessment. The ESL teacher is targeting all areas of instruction: Listening, Speaking, Reading and Writing. The high school is grouped as one. The total for high school consists of 14 students of which 9 have scored Advanced on the NYSELAT, the remaining 5 students have scored Intermediate. These findings have been used to address groupings of students by the ELL teacher in an effort to create assignments that meet the needs of the individual student. Assignments are differentiated based on where the students current NYSESLAT category.
- 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](#))

One of the trends of the data shows that students who fell below proficiency in the area of listening typically fell well below. As a result, teachers will adapt lessons to include additional practice and skill building in the area of listening comprehension. The AMAO data revealed that 40.6% of ELL students made an increase of at least one proficiency level or 43 point gain as required by the state. Additionally, 28.1% of our students scored proficient on the 2013 NYSELSAT. The while the school did not meet the 65.3% gain as determined by the state as progress in AMAO 1, the school did surpass the state target of 13.7% and in doing so exceeded AMAO 2.
- For each program, answer the following:
 - What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

(a.) Although our ELL student population are meeting advanced on the NYSESLAT it is not correlating to success on the 2012-2013 ELA state exam. Of the ELL population that sat for the ELA state exam in middle school 80.7% of students scored a level 1. This data has influenced programing and instructional decisions. Instructionally, students scoring a level 1 on the ELA exam, now participate in AIS with ELA or ELL teachers. Additionally, the school has provided students with instructional support in their content areas by having ESL certified teacher pushing into core instructional classes.

(b.) The school is using results of the city wide baseline assessments to measure student progress against other school populations, (Special Education, General Education, etc.). ELL teachers are grading assessments cooperatively and collaboratively with general education teachers.

(c.) Results of the baselines are being used to drive co-planning with ESL and general education teachers. Lessons and classes are being adapted to address reading and writing skills of students. Native langue is being used by the ESL teacher as necessary via the multilingual ESL teacher as well as adapted materials i.e glossaries and dictionaries.
- 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](#).)

Not Applicable (RTI)
- How do you make sure that a child's second language development is considered in instructional decisions?

As our data indicated our students are intermediate and above in their English language development. Although many of our ELLs are born in this country their language development is impacted by their environment. The school offers student and parent's letters and information in their native language, as well as interpreters as needed. Of the 11 long term ELL's many come to the school already in excess of 6 years of ELL service. At this stage it is important to develop the English language as quickly and efficiently as

possible so they can be successful in high school and beyond. Therefore, all content area teachers teach in such a way that they are building the students' English language skills. Classrooms contain native language resources such as translation dictionaries and technology for teachers to incorporate as student build skills. ELL materials are age and grade appropriate. Teacher teams meet to discuss ESL strategies that they incorporate into their classroom to meet the needs of all learners.

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?

Not Applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

According to the 2012-213 Progress report, the school is currently in good standing. The good standing indicates that we have met AYP for all its subgroups including ELLs. In addition to the NYSELAT results, the school evaluates data from Middle School report card grades, teacher feedback and the Middle School ELA and Math state assessment. At the High School level, we monitor credit accumulation, report card grades, and regents pass rates. Successful progress for each ELL students would be measured by positive outcomes in each of these areas which all contribute to AYP.

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](#).)

Students are initially identified as ELLs based on the records provided or during the school interview process. Parents of students who fall into this category and who are new to the NYCDOE are provided the Home Language Identification Survey, administered by our licensed ESL teacher, in any language that parents speak. If indicators of the HLS identify the student as a possible ELL, the LAB R is administered by the ESL teacher. Based on that score, the student is placed in an ESL program for language acquisition services or in a general program if he/she received a grade of proficient. The entire process is completed within 10 days of a student's enrollment at our school.
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.

During the parent orientation, parents are informed by the ESL teacher of the various programs ELL programs offered by the city: TBE, DL, ESL. While TAPCo presently offers an ESL program only, if enough parents choose a TBE or DL program, steps are taken to provide it. In addition to the ESL teacher, TAPCo employs many multi-lingual pedagogues who assist parents in the administration of the interview process, HLIS and LABR-R. This process is completed within 10 days of student enrollment.
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](#)].)

Once a student is deemed eligible for ELL, entitlement letters are generated. The ESL Coordinator ensures entitlement letters, Parent Survey, and Program Selection forms are both mailed home and handed to the student to give to parents. A telephone call is also placed by the ESL Coordinator [in conjunction with the Parent Coordinator] to parents to inform them of the arrival of these documents and the importance of returning them immediately. Parents are asked to return the information by the next day. If the forms are not return in two days, the Parent Coordinator will do additional outreach. Once returned, the Parent Coordinator makes copies of completed Parent Survey and Program forms. Files are maintained by the ESL coordinator in student files and by the Secretary in the Cumulative Record.
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.

If indicators of the HLS identify the student as a possible ELL, the LAB-R is administered. Based on that score, the student is placed in an ESL program for language acquisition services or in a general program if he/she received a grade of proficient. Students who are enrolled in ESL classes are administered the NYSESLAT every spring by our licensed ESL teacher.

Instructional recommendations and materials are also provided to the faculty by the ESL teacher to help facilitate language acquisition in the content areas. Entitlement and/or NYSESLAT result letters, along with exit letters when the time arrives, are sent to parents after the results of the exam are received in a language they understand.

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.

The following procedure is used to assure that all sections of the NYSESLAT are administered to all ELL's each year; RLAT report is printed/accessed, schedule of Speaking section is developed with testing coordinator (the ESL teacher will administer but not score the Speaking section-an uninterested teacher will observe and score the students responses), Listening, Reading and Writing sections are scheduled and administered (the writing section is scored by a trained pedagogy who is not the student's ESL teacher or ELA teacher), Listening and Reading answer documents are hand delivered to the Borough Assessment Officer on the due date, Speaking and writing tests are hand delivered to the Borough office on the due date.

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.  All of our parents of ESL children have requested the service. Program models are offered at our school aligned 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])?

At TAPCo, instruction is delivered through a combination of self-contained and push in ESL model in both heterogeneous and homogeneous classrooms. Students are programmed for ESL instruction based on their NYSESLAT results administered by our ESL teacher and according to the number of students in each language acquisition category. We have the proper teacher to student ratio to ensure the mandated number of instructional minutes is delivered in both the middle and high schools.
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)?

TAPCo does not have any ELL students that fall into the beginner category and therefore the allotted time is as follows: intermediate students, 360 minutes per week; advanced students 180 minutes per week. Those in the advanced level also receive 180 minutes of ELA instruction by a certified ELA teacher as required under CR Part 154.
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.

Content areas are taught by teachers certified in those areas who employ instructional strategies such as scaffolding, background, prior knowledge, vocabulary instruction, group and individual practice of all skills and phonic awareness supported by the push-in ESL teacher.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

No evaluations of ELLs in their native language are currently conducted because no bilingual program is currently needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In the course of classroom instruction the ESL teacher maintains a records of evaluating how students respond in listening, speaking, reading and writing activities. These informal assessments impact teacher planning and effect teacher planning and instruction.
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).

(a.-e.)Differentiated instruction in ELL subgroups is conducted through identification of SIFE students whose NYSESLAT results determine readiness and instruction is tailored accordingly through targeted content, process and product. Our ESL lead teacher meets with other subject area teachers to discuss instructional strategies and supports such as scaffolding, building prior knowledge, vocabulary instruction, practice of all the skills, and phonemic awarness for ELL students in their classes including the SIOP model. Curriculum is adjusted accordingly to reflect this consideration and subject specific glossaries, translation dictionaries and other materials are distributed for use in the content area classes. All classes are taught by fully certified teachers, who have a bilingual extension whenever possible. ELLs receiving service for 4 to 6 years and long-term ELLs are offered intervention services including counseling, speech, tutoring and regents prep classes. In addition to these supports, students who are newcomers, with less than three years, are programmed for AIS three days a week.
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?

ELL and teachers of Students with Disabilities co-plan with general education teachers whereas curriculum maps are created, lesson plans are adapted and materials scaffolded in an effort to meet the needs of all learners. Adapted lesson are often stored using the Atlas Curriculum Maps online system. Teacher's also use technology and cater lessons using varied entry points (art, maps, movies, documentaries etc.).
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?

ELL teachers participate and assist in authoring the IEP document. At that time alternate programs are discussed so students ELL/SPED students have access to a program that best meets their academic and social needs. A program choice that is less restrictive is always discussed at that time and if a new program is deemed to benefit the students' needs he/she is given a new program at that time.

Courses Taught in Languages Other than English 

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

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

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

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

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

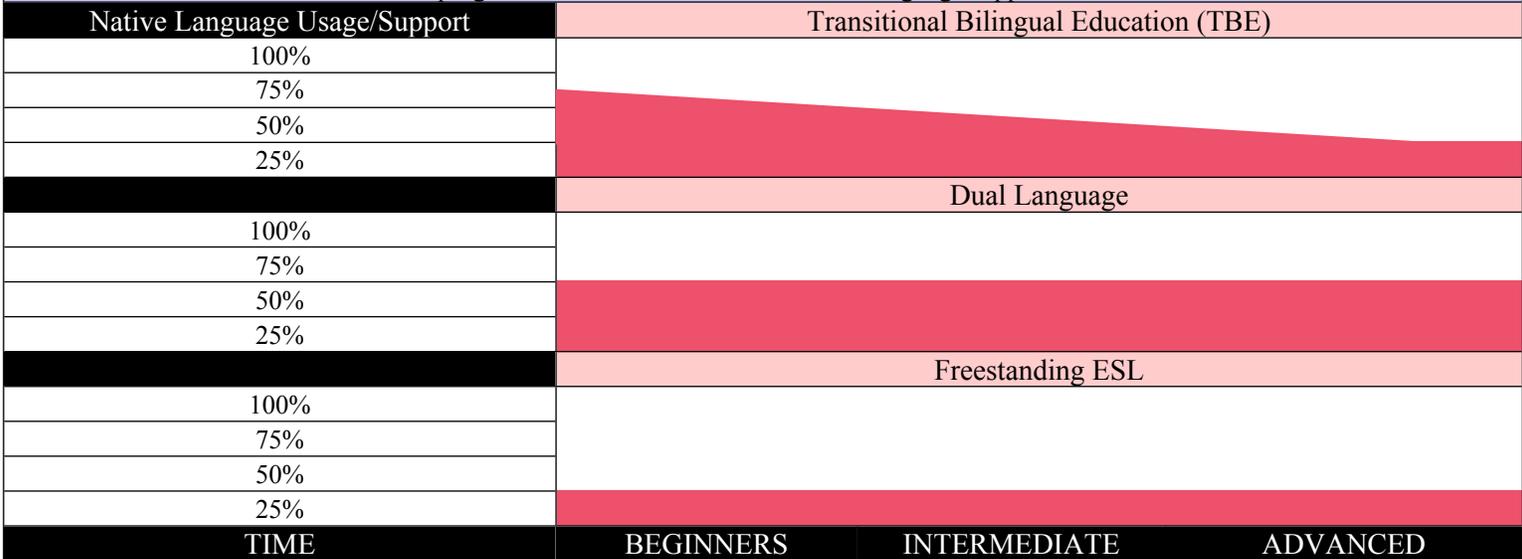
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in math (both middle and high school) and social studies (high school). ELL students in particular seem to struggle with the reading and interpretation of questions. This becomes a great obstacle for them when they take state exams. To that end, they are provided with extra supports such as regents prep three days a week after school and on Saturdays, home work/study club (ESL Club) and advocacy meetings with a teacher once a week. Translation dictionaries and glossaries by subject are also made available to them for use in class, during exams and at home. Also, scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills and phonic awareness are teaching strategies employed by all of our teachers who have ESL students in their classes.

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 model of ESL service of self-contained allows for students to get individualized support on skills needed for NYSELAT while assisting students adapt and have success in the general education classroom. Student progress is monitored by analyzing report card grades six times a year, and credit accumulation data twice a year, and yearly on NYS exams.

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

We are considering introducing Imagine Learning for our ELLs for additional AIS

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

No ELL programs will be discontinued for this coming school year.

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

ELL students are given equal access to the full general education curriculum, in addition to all after school programs and art performances.

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

In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. The ESL teacher consults with subject area teachers about language acquisitions strategies. Materials used include Connected Math 3, Scholastic Code-X curriculum aligned with the common core state standards.

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

In ESL native language support is delivered through the use of materials such as dictionaries, glossaries, and content reading passage translation as needed.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

School administration as well as lead teachers periodically review materials and texts for grade and age appropriateness. ELL's are supported in order for them achieve at grade standard.

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.

During student enrollment and throughout the audition process, parents of ELL's and incoming ELL students have the opportunity to speak to the appropriate ELL pedagogue as well as receive additional information regarding the ELL programs offered at TAPCo. Students also participate in a program with Lehman college in which teacher's in pursuit of the master's degree in Education work in small groups with ELL and Special Education students

18. What language electives are offered to ELLs?

ELL's are currently offered the foreign languages offered to general education students. This year the school offers Spanish.

19. For schools with dual language programs:

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

Not Applicable.

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. For all teachers, we provide a common period of professional development/co-planning embedded in teacher programs. Teachers meet in smaller groups based on subject area/grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. Each subject area team gets together to conduct item analysis of state exams to determine students' strengths and weaknesses and to drive instruction for improving these areas. Instructional Lead Teachers meet weekly to discuss the areas of concern at each grade and subject level. Inquiry spaces have also been set up by each department in both the middle and high schools as a forum for colleagues to share information and to gather resources to help them develop their practice across content areas.
 2. ESL teacher has the ability to partake in all Professional development offered at the school throughout the year. In addition, ESL teachers are informed via email to all Professional Developments offered by our schools support network, city wide and UFT run PD's.
 3. ESL teachers inform middle school and high school staff to what knowledge and skills are being assessed on the NYSESLAT. ESL teachers plan to help shape instruction to ELL students. Middle school and high school staff members discuss student transition to high school. Additionally, common core state standards are aligned to ease the transition instructionally.
 4. Staff is exposed to strategies to assist ELL's and Students with Disabilities which include scaffolding of materials, finding proper resources for students, providing students with language frames that can be used in speaking and writing activities, sentence and paragraph frames, accountable talk strategies.

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. TAPCo makes every effort to include parents of ELL students as members of the Parent Association. Our bilingual parent coordinator mails home all school documents and information translated into Spanish. Parent Coordinator conducts workshops annually. Topics have included ARIS parent link, fire safety, gang awareness, bullying, homeless and runaway awareness, students with disabilities, the new IEP and student performance access through online pupil path (online grade book). The workshops have spanish speakers availible to assist in transation as needed. Every month the parent newsletter is published and mailed home. She also assists parents by directing them to various organizations which provide services to address their needs.
 2. The school does not currently have a relationship with a Community Based Organization. The school is looking to establish a relationship with one.
 3. Parents' needs are evaluated by surveys, phone calls and through conversations with individual students who are experiencing hardships and difficulties.
 4. Bases on the results of our survey's we provide activities that will address parent's interest as well as their needs. Because TAPCo is a Theatre Arts School, parents are often encouraged to participate in student performance.

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.

Lincoln Center Jazz for Young People on Tour: Let Freedom Swing, Lincoln Center Theater Songwriting in the Schools Program, Lincoln Center Open Stages, Little Kids Rock, The Broadway League Theater Spring Internships, Park Avenue Armory Education Series with the Royal Shakespeare Company, Circle in the Square Teens on Broadway, Sticks 'n Skins, The Sessions, Scholastic Arts Competition, Fred Dolan Art Academy, English Speaking Union's Annual Shakespeare Monologue Competition, NYU's Tisch School of the Arts Inter-Cultural Collaborations with Local Teens, Lehman College Bronx Arts Education Network. We also became a Professional Development Site for Lehman's College of Education. We have student teachers in the classroom and 18 graduate student DOE teachers working every Wednesday with 4 TAPCo SPED teachers and many of our students to improve their Math and ELA skills

School Name: TAPCo

School DBN: 10x225

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ron Link	Principal		11/14/13
Demetri Nicolopoulos	Assistant Principal		11/14/13
Lissette Mendoza	Parent Coordinator		11/14/13
Domenic Branca	ESL Teacher		11/14/13
	Parent		11/14/13
Michael Berkowitz	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		11/14/13
	Coach		11/14/13
	Coach		11/14/13
	Guidance Counselor		11/14/13
	Network Leader		11/14/13
Sig page on file w Mr. Link	Other		11/14/13
	Other		11/14/13
	Other		11/14/13
	Other		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10x225** School Name: **Theatre Arts Production Company Sc**

Cluster: **5** Network: **551**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2013-14 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 25.

Part A: School Information	
Name of School: Theatre Arts Production Co. Sc	DBN: 10X225
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

TAPCO currently serves 31 ELL students. This student population has 28 students that list Spanish as their language group, 2 Albanian and 1 other. 21 students scored Advanced in the NYSESLAT while 10 scored in the Intermediate category. 17 students are in the Middle school (grades 6-8), while 14 students are currently enrolled in our high school.

After analysis of NYSESLAT results from the 2012-2013 school years, the TAPCO ESL team found a need to address and support students specifically in listening skills. An after school ESL homework club was established Tuesdays and Thursdays from 3:30-4:30 to assist ESL students with work received in content area classes for both middle and high school students. Additionally, the school established NYSESLAT after school prep classes Monday, Tuesday and Thursday 3:30-4:30. Middle School students are prepped Mondays and Thursday, 3:30-4:30, High School students are prepped Tuesday 3:30-4:30. Total sessions are scheduled for 25 weeks.

All instruction is delivered in English and new materials purchased to assist in the after school Title III program include common core aligned textbooks and materials. Students are grouped by grade and NYSESLAT proficiency levels. The after school teachers (one certified ESL and one content area teacher) will co-teach using both ESL methodology and middle school common core standards. All materials are aligned to the common core.

Both teachers meet regularly to design the after school program and share the data from NYSESLAT, classroom and state exams to meet individual needs of their students. Materials ordered for this afterschool program include listening passages for all grades. Instruction skills planned around listening include dictation and note taking, paraphrasing activities and use of organization skills so students can make use of their notes efficiently. A baseline has been created and will be administered at the after school program and students will be periodically assessed to monitor growth and inform the teacher how to modify instruction. Textbook and workbooks purchased are designed for the use specifically for the after school program for only our ELL student population. The ESL teacher meets twice monthly with the ELA department to discuss how the all teachers and and are meeting the needs of all learners and share techniques to support ESL learners.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: ESL Coordinator and ESL staff attended several trainings by the Fordham Network, including NYSELAT and LAB training. Staff used the opportunity to analyze student data. ESL team meeting twice monthly to address department needs and ESL coordinator meets weekly with administration to discuss department needs and important department deadlines. ESL Teachers are attending an all-day Professional Development session on Building Academic Vocabulary for English Language Learners and Students with Disabilities. ESL department will be turn keying the material at a full staff Professional Development as listed on our school Professional Development calendar. Staff has opportunities to attend ELL specific professional development as offered by New York City and the UFT. School clerical staff attends ELL trainings as offered by the Fordham Network. ESL staff attends ELA school department meetings with ELA staff to secure best teacher practices. At these meetings teachers develop action plans based on student data and share students work to assess effectiveness. ESL teacher can share ESL methodology and ensure language development techniques are being used in the General Education classroom. The ESL teacher meets twice monthly with the ELA department to discuss how all teachers are meeting the needs of all learners and share techniques to support ESL learners. For all teachers, we provide a common period of professional development/co-planning embedded in teacher programs this includes co-planning with ESL teachers. Teachers meet in smaller groups based on subject area/grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. Instructional Lead Teachers meet weekly to discuss the areas of concern at each grade and subject level. Inquiry spaces have also been set up by each department in both the middle and high schools as a forum for colleagues to share information and to gather resources to help them develop their practice across content areas. ESL teachers inform middle school and high school staff to what knowledge and skills are being assessed on the NYSELAT. ESL teachers plan to help shape instruction to ELL students. Middle school and high school staff members discuss student transition to high school. Additionally, common core state standards are aligned to ease the transition instructionally. Staff is exposed to strategies to assist ELL's and Students with Disabilities which include scaffolding of materials, finding proper resources for students, providing students with language frames that can be used in speaking and writing activities, sentence and paragraph frames, accountable talk strategies.

Part D: Parental Engagement Activities

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

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

Begin description here: TAPCO parents have a bilingual Parent Coordinator available by phone or in person to address any parent questions or concerns. All parent workshops and Parent/Teacher conferences as well as informational sessions and student auditions have translators available in multiple languages including Spanish. ESL teacher communicates with parents regularly offers translation services or address other parent concern. TAPCO makes every effort to include parents of ELL students as members of the Parent Association. Our bilingual parent coordinator mails home all school documents and information translated into Spanish. Parent Coordinator conducts workshops annually. Topics have included ARIS parent link, fire safety, gang awareness, bullying, homeless and runaway awareness, students with disabilities, the new IEP and student performance access through online pupil

Part D: Parental Engagement Activities

path (online grade book). The workshops have Spanish speaker’s available to assist in translation as needed. Every month the parent newsletter is published and mailed home. She also assists parents by directing them to various organizations which provide services to address their needs. Parents' needs are evaluated by surveys, phone calls and through conversations with individual students who are experiencing hardships and difficulties. Bases on the results of our survey’s we provide activities that will address parent’s interest as well as their needs. Because TAPCo is a Theatre Arts School, parents are often encouraged to participate in student performance.

Part E: Budget

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

Allocation Amount: \$9700

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

