



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** ACADEMY OF PUBLIC RELATIONS

**DBN (i.e. 01M001):** 07/X/298

**Principal:** Ms. AMY ANDINO

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

**Superintendent:** YOLONDA TORRES

**Network Leader:** REX BOBBISH

**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
Ms. Amy Andino	*Principal or Designee	
Jennifer Lovejoy	*UFT Chapter Leader or Designee	
Lisa Rivera	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Kimberly Ritacco	Member/ Teacher	
Lisa Ortiz	Member/ Teacher	
Ivette Viera	Member/ Parent	
Angela Vennoch	Member/ Teacher	
Tamara Grant	Member/ Parent	
Leyla Figueroa	Member/ Parent	
Amanda Finley	Member/ Teacher - Secretary	
Giavanna Palermo	Member/ Teacher - Chair	
Cynthia Robinson	Member/ Parent	
Christina Crisfield	Member/ Teacher	
	Member/	

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

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

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

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### ***All Schools***

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2014, 60% of students who fall in the lowest 1/3 will show progress in English Language Arts (ELA) as measured by the 2014 New York State ELA exam.

### **Comprehensive Needs Assessment**

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

A higher attendance rate promotes increased learning opportunities.

### **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. The Academy of Public Relations will host a bi-monthly attendance ceremony where students are rewarded for reaching attendance goals.
2. We will reward whole classes with the best attendance bi-monthly.

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

1. The attendance team maintains the attendance data and meets weekly to ensure consistent analysis. All staff takes attendance and ensures that students who are excessively absent are contacted at home.
2. Teachers provide incentives for 10% attendance monthly or weekly at discretion of teacher.

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

1. Look at ATS reports to monitor attendance.
2. Follow up with teachers to ensure incentives are provided to students regularly, on timely basis.

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

1. This goal will be continuous throughout the course of the 2013 – 2014 academic school year.

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

1. During the attendance ceremonies students will be acknowledged with a certificate for meeting attendance goals. Also, all students will be entered in a raffle and given the opportunity to win gift cards, I pad minis, gaming systems, and more.
2. Students will be provided with class incentives like pizza parties and unit based class trips as a reward for meeting attendance goals. Teachers will spearhead these incentives with their individual classes.

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

### **Budget and Resource Alignment**

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

<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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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.

By June 2014, 60% of students who fall in the lowest 1/3 will show progress in English Language Arts (ELA) as measured by the 2014 New York State ELA exam.

### **Comprehensive Needs Assessment**

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

The need for this goal was identified based on a triangulation of the progress report, 2013 NYS ELA exam data, and student work protocols by professional learning communities, which told us that our lowest 1/3 is in need of remediation in reading.

### **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. The school will provide Academic Intervention Services for the identified students. These students will receive small group instruction throughout the day.
2. Students will be invited to attend Saturday Academy.
3. Their Humanities teachers will create a goal sheet for each student that will highlight both student needs and strengths.
4. Bi-weekly / monthly assessments will be conducted to measure progress. Every month all subject teachers will conference to measure in-class performance during team meetings.

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

All of the below individuals will assist in the strategies / activities listed above:

- Data Coordinator
- Instructional Coach
- Humanities / AIS Instructor
- Focus on Reading (KAPLAN)
- Focus on Writing (KAPLAN)

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

The items below will be used to assess the effectiveness of all strategies / activities listed above:

- Ongoing formative and summative assessments
- Fountas and Pinnell reading levels
- Informal assessments by classroom teachers
- Observation of AIS groups
- Student work protocols

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

While all of the strategies will be implemented through the year, there will be monthly student work protocol meetings, data team analyses, and observations of the work.

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

1. Technology resources used will include:
  - Castle Learning
  - I Ready
  - Power My Learning
2. Students get targeted instruction with a focus on reading strategies, which include scaffolding, graphic organizers, annotating, and vocabulary instruction.

### **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 kept up to speed on their students' progress. Further, parents will be contacted when students are late or absent in order to support all students at home. Finally, parent meetings will be conducted so parents can learn about the supports they can do from home and ask any questions they have about their students' progress.

### **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
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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.

The Academy of Public Relations will promote literacy across all content areas through the implementation of school wide reading targets linked to the Common core Standards. Mastery will be shown through the use of monthly benchmarks.

#### **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 need that generated this goal was a review of Citywide Instructional Expectations (CIS) alongside the New York State English Language Arts exam data. Because the CIE calls all teachers "literacy teachers" and a review of the 2012 – 2013 exam shows an abundance of nonfiction texts we determined that setting a goal around literacy across contents would be high-leverage.

#### **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. Reading targets across contents.
2. "Drop everything and Read" across contents.

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

1. All building stakeholders will be used to implement the strategy / activity listed above.
  - Teachers will align lesson plans, activities, and assessments to ensure targets are met.
  - Administrators will monitor progress of reading target alignment via observations, lesson plan reviews, and monthly faculty conferences.
  - Parents will promote reading targets at home by asking: What is your reading target? How did you use your reading target today?
2. All building stakeholders will be used to implement the strategy / activity listed above.
  - All teachers will ensure students are spending at minimum one full period reading in within their content.
  - Administrators will

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

The items below will be used to assess the effectiveness of all strategies / activities listed below:

- Ongoing formative and summative assessments in reading using Code-X
- Informal assessments by classroom teachers
- Student work protocols focused on reading activities and the questions: did students master the intended skills? If not, what implications are there for classroom practice across contents?

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

Progress will be assessed monthly at the completion of each unit and quarterly by measuring students' reading levels.

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

Students get targeted instruction with a focus on reading strategies, which include scaffolding, graphic organizers, annotating and vocabulary instruction.

#### **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 asked to sign reading logs on a daily basis to ensure students are completing the literacy efforts outside of school.

#### **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.

#### **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.

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

### Goal and Action Plan #5

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

#### **Annual Goal #5**

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

#### **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.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1.
- **Key personnel and other resources used to implement each strategy/activity**
- 1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- **Timeline for implementation and completion including start and end dates**
- 1.
- **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.

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

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### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

**Description**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ol style="list-style-type: none"> <li>1. Targeted instruction period</li> <li>2. Instruction in writing and reading</li> </ol>	<ol style="list-style-type: none"> <li>1. The targeted instruction period is delivered as a whole class focused on specific skills that are common to the group.</li> <li>2. Instruction in reading and writing takes place in a small group, 3 – 5 students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Targeted instruction is being provided during the school day, period 1.</li> <li>2. Small group instruction in reading and writing is taking place throughout the school day based on teacher's schedules.</li> </ol>
<b>Mathematics</b>	<ol style="list-style-type: none"> <li>1. Target instruction period</li> <li>2. Instruction in targeted math skills based on 2012 – 2013 NYS Math exam, quizzes, periodic assessments and, fall and spring benchmarks.</li> </ol>	<ol style="list-style-type: none"> <li>1. The targeted instruction period is delivered as a whole class focused on specific skills that are common to the group.</li> <li>2. Instruction will take place in small groups of 3 – 5 students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Targeted instruction is being provided during the school day, period 1.</li> <li>2. Small group instruction in reading and writing is taking place throughout the school day based on teacher's schedules and in coferneces during class time.</li> </ol>
<b>Science</b>	Not Applicable	Not Applicable	Not Applicable
<b>Social Studies</b>	Not Applicable	Not Applicable	Not Applicable
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The guidance councilor will attend weekly grade team meetings t collect and review data on identified students in regards to their attendance, organizational issues and emotional / social standing. Attendance will be monitored and incentives will be given to maintain 90% attendance for afterschool and Saturday academies.	During afterschool and Saturday academies guidance will meet with her mandated students as per their IEP as well as at-risk students to provide necessary support for success in the programs.	During instructional programs, the Guidance Counselor will be available for conflict resolution, crisis intervention and any other needs that may arise during the instructional sessions to keep students on track.

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

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

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The Academy of Public Relations works to ensure that all teachers are highly qualified. In order to do this we focus on recruitment, retention, and support through professional development. Below are some of the strategies we use as a way to ensure all teachers are highly qualified:</p> <p><b>Recruitment</b></p> <ul style="list-style-type: none"> <li>• Candidates are interviewed by a panel, which includes administration and teachers.</li> <li>• We recruit from some of the most competitive programs in NYC including: Teaching Fellows, Teach for America, Spring Apprentice Program, Colombia University, New York University, and job fairs.</li> <li>• Candidates are asked to do a model lesson before they are hired in order to demonstrate content knowledge in the subject to be taught.</li> </ul> <p><b>Retention</b></p> <ul style="list-style-type: none"> <li>• Teachers sit on teacher teams where they are helped to work effectively and efficiently to build on their current skills.</li> <li>• Teachers are made leaders in the building in charge of: teacher teams, department teams, curriculum, after school programs, SLT, etc.</li> <li>• Teachers are given opportunity to attend professional development conferences, receive course credit, and provided incentives for exemplar work.</li> </ul> <p><b>Professional Development Supports for Teachers</b></p> <ul style="list-style-type: none"> <li>• Teachers are sent to professional development opportunities within the network.</li> <li>• Teachers participate in webinars during the course of the year.</li> <li>• Teachers are given opportunity to find professional development opportunities of course work that they feel they need based on their personal goals.</li> <li>• Two – three times per year teachers are invited to participate in whole school retreats.</li> </ul>

**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).
<p>The strategies and activities for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards are:</p> <ul style="list-style-type: none"> <li>• Teachers attend summer professional development around the Common Core Standards, Citywide Instructional Expectations, and the implications for classroom practice with these documents. Furthermore, units are aligned to Common Core Standards through network professional development and end-of-year development sessions with the instructional coach.</li> <li>• Principals attend professional developments around curriculum and instruction with Education Leadership Institute, Council of School Supervisors and Administrators, learning pods with the network, and other DOE development opportunities.</li> </ul>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The coordination and intergration of Federal , State, and local services and programs are used to as per the consolidated plan.

**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.).

Not Applicable

**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 participate in the use and selection of appropriate multiple assessment measure through common planning to address the assessment needs of the school. After time to think about what assessments are needed and mandatory, teacher has an opportunity to plan for this and add them to the yearlong calendar.

Assessment results are used during PLC's where teachers look at assessments together, norm rubrics, use data to inform lesson planning, and look at students work to determine next steps. Teachers do not work in isolation; instead, all assessments at APR are used as an opportunity to look at student's growth. It is a cycle of: assess, grade, use data to inform lessons, assess to see change.

**TA Schools Only**

**Use of Program Resources**

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

Not Applicable

**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).

Not Applicable

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>7</b>	Borough <b>Bronx</b>	School Number <b>298</b>
School Name <b>Academy of Public Relations</b>		

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

Principal <b>Amy Andino Flohr</b>	Assistant Principal <b>Barry Marks</b>
Coach <b>Courtnei Davis-McHoney</b>	Coach <b>type here</b>
ESL Teacher <b>Karen Werner</b>	Guidance Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Josie Santisteban</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>6</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>2</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>366</b>	Total number of ELLs	<b>101</b>	ELLs as share of total student population (%)	<b>27.60%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)							2	2	2					6
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained							1	1						2
Push-In							2	2	2					6
<b>Total</b>	0	0	0	0	0	0	5	5	4	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	101	Newcomers (ELLs receiving service 0-3 years)	68	ELL Students with Disabilities	8
SIFE	3	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	8

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	68	3	4	25		2	8		2	101
Dual Language										0
ESL										0
Total	68	3	4	25	0	2	8	0	2	101

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
Spanish							30	26	41					97
French							1		1					2
SELECT ONE Other							1	1						2
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>27</b>	<b>42</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>101</b>

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							18	20						38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	18	20	0	0	0	0	0	38

## 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)							10	13	20					43

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)							6	2	15					23
Advanced (A)							16	11	8					35
Total	0	0	0	0	0	0	32	26	43	0	0	0	0	101

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					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At the Academy of Public Relations, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once every quarter to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from A to T and all of them read below grade level. This information informs the instructional plan of the Humanities and ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels. Also, classroom texts vary in difficulty and language based on student ability, which is determined by reading level and NYSESLAT and/or LAB-R proficiency. ESL lessons in conversational English, reading comprehension, writing and grammar are differentiated based on student ability as well.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Throughout the grades, the majority of our ELLs are Beginners based on NYSESLAT and LAB-R data (43 students, almost half (20) of which are in the 8<sup>th</sup> grade) Our second largest proficiency level group is Advanced, with 35 students, almost half (16) of which are in the 6<sup>th</sup> grade. The Intermediate level group is the smallest, at 23 total, most (15) of whom are in the 8<sup>th</sup> grade. According to the data, most of our ELLs struggle with the Listening, Reading, and Writing modalities as evidenced in fewer ELLs attaining an Advance or Proficient score in these modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Bilingual TBE content classes are scaffolded in such a way that students transition from primarily native language instruction (lesson planning, discussion, texts, and tasks) early in the school year to primarily second language instruction by the end of the year.
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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The success of ELL programs is determined by a combination of formal and informal assessments, including but not limited to: students work protocols, NYSESLAT data, ELA and Math state exams, monitored reading levels, DRP scores, Baseline evaluations, Formal and informal observation of and conferences with the student.

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents/guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) to help the school identify students with limited English language proficiency. In order to complete the interview in English and in the native language, a certified teacher who speaks Spanish provides assistance to Spanish-speaking parents/guardians as they complete the survey on school grounds. The HLIS is provided in the native language of the parent/guardian. Once potential ELLs are identified, the ESL teacher administers the Revised Language Assessment Battery (Lab-R) within the first ten days of enrollment. This test determines whether students are entitled to English-Language services and informs the ESL teacher of the proper placement of ELLs in an English-language group. The Spanish LAB is administered to students whose home language is Spanish. During the intake process, oral interpretation services are provided in Spanish for our parents/guardians by in-house staff. We have teachers fluent in Spanish. Oral translation services are provided by an outside vendor for non-English speaking and non-Spanish speaking parents/guardians. Department of Education translation services via telephone translators are used when necessary during the school year. The pedagogue who is responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) is Mrs. Werner, the school's ESL Coordinator and ESL teacher. She is fluent in Spanish. Mrs. Werner and Ms. Vega (the Data Coordinator) also evaluates ELLs using the NYSESLAT to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the school year. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or proficient (P – no longer entitled). In order to ensure that all four components of the NYSESLAT are administered, each component is administered a different day. A staff member is in charge of administering it within the test period to students who were absent on the designated days.
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.

#### FAMILY ORIENTATION MEETING

##### A. PROCESS

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

##### B. OUTREACH

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

##### C. TIMELINE

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

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].)

Every opportunity to interact directly with our parent community is used, which is why APR families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs. These forms are kept in the school's ELL Compliance Binder and in the student's CUM folder. Ms. Santisteban (the Parent Coordinator) is responsible for these forms.

Entitlement letters are sent home with students, and also mailed via certified mail to families before the first Parent/Teacher Conference. Our school also uses a phone master to advise these parents that the correspondence is on its way. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the LAB-R being administered and hand-scored. These letters are also sent via certified mail.

NYSESLAT eligibility is determined using the ATS LAB-R, NYSESLAT Exam History Report (RLAT), among others.

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.

#### A. PROCESS

ESL instruction begins as soon as possible for new students in the APR community during the month of September. ELLs identified from the previous school year begin services immediately. Entitlement letters are sent home with students in both English and the native language, as well as sent via certified mail. All testing of newly identified students is done within 10 days so by the 3rd week of September those students begin ESL services. After testing is conducted, the NYSESLAT scores and LAB-R scores are consulted to determine proper placement for students who require bilingual/ESL instructional services. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or LAB-R levels – beginner (B), intermediate (I), advanced (A) or proficient (P – no longer entitled). Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the LAB-R being administered and hand-scored.

#### B. CRITERIA

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

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

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

\*\*Only for students in bilingual programs.

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

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.

In order to ensure that all four components of the NYSESLAT are administered, each component is administered a different day. A staff member is in charge of administering it within the test period to students who were absent on the designated days. AN ATS RLAT or RNMR report is used to determine NYSESLAT eligibility.

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.  After reviewing the Parent Survey and the Program Selection forms, all APR parents of ELLs have opted for a bilingual program in the past few years. The program model offered at the Academy of Public Relations is aligned with parent requests. To build

alignment between parent choice and the program offered by the school, the ESOL teacher closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is created to comply with parents' request.

## Part 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])?

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

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

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

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

In this program, ELLs receive the same rigorous standards-based curriculum as monolingual students and instruction follows the Teacher's College model. The Teacher's College program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program, which features a ninety-minute block. Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some ESL methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

The ELL teacher instructs literature and the English language using ESL methodologies and native language support. In order to make content comprehensible and enrich language development, she presents a plethora of lessons and activities that

encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the New York State learning standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning. Common ESL instructional practices include:

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

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

#### >>>PROGRAM MODELS<<<<

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

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)?

As mandated in the New York State CR Part 154, the Beginner and Intermediate ELLs receive 360 minutes of ESL instruction every week, and Advanced ELLs are provided with 180 minutes per week of ESL instruction. The mandated number of instructional minutes is provided by the ESL or bilingual ELA teacher. The organization of staff in the program model described in the previous section ensures that the mandated number of instructional minutes is provided according to proficiency levels. ELL students receive the required instructional minutes through AIS pull-outs, Targeted Instruction classes, whole group or individualized ESL classes (either push-in or pull-out).

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.

Using the TBE instructional model exclusively, the language of instruction transitions through the year from primarily the native language (75% native language-25% English) to primarily the target language by the end of the year (75%English-25%Spanish). Instructional approaches and methods used to ensure that both the language development needs and Common Core Learning Standards are met include using the workshop model and CCSS approved- curriculums for all content areas, with faculty engaged in CCSS-based lesson planning and assessments, and norming rubrics.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

As a Transitional Bilingual Education program, assessments and evaluations are initially completed in the native language (based on student levels of proficiency) and transition to the target language as scaffolding is released throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students' literacy, and speaking and listening skills are evaluated in every content area class using reading and writing baselines and performance tasks, as well as daily formal and assessments including exit tickets, observations, and conferences.
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).

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

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

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

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

#### English-taught enrichment classes

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

#### >>>NEWCOMERS<<<

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

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

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

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

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

#### >>>SIFES<<<

Students with interrupted formal education (SIFE) receive additional instructional time during the regular school day in the pull-

out/push-in Academic Intervention Services (AIS).

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?  
ELLs identified as having special needs receive AIS. In addition, the ACHIEVE NOW afterschool program and SUCCESS tutoring program provides additional academic support three times a week. All mandated services are offered as per their IEP's.
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?  
Paste response to question here:

**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:	Spanish		
Science:	Spanish		

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

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

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

**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.

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

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

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

Paste response to question here:

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

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

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

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

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

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

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

APR ELLs and native English speakers have equal access to all extracurricular activities, programs, and clubs and are encouraged to

take every opportunity to interact with all members of the school community. Curricular services include AIS, ESL, and TI.

Afterschool programs include Band, Latin Dance, Video-Journalism, Spoken Word clubs, as well as Athletic teams- flag football, baseball, softball, basketball. Academic afterschool programs include Achieve Now, ESL, and Targeted groups.

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

The English-language programs use the Access Newcomers curriculum, as well as the Writing Matters and Code-X curriculums. These curriculums provide standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs. ELLs also use the Impact Math curriculum which is provided in English and Spanish. Technology materials used with the ELL student population include Learning Village, Study Island, audio books, and the SmartBoard.

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

Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem. Native language support includes bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system, as well as scaffolded texts and tasks

based on the students' native language literacy skills and target language level of proficiency. These resources are available in most classrooms to accelerate learning. Additionally all teacher who work with students in the TBE program are bilingual in English and Spanish. These teachers include the gym teacher, health teacher, math teacher, and five paraprofessionals.

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

We use materials and services that are appropriate to our students' grade and age. For example, bilingual, native language, and high interest-low reading level books are obtained for classroom libraries based on student interests, reading levels, and ages.

Also, students who require support in reading comprehension and phonics are provided with support with the Access Newcomers curriculum and class sets of English-Spanish dictionaries. Students who need additional writing support are provided with graphic organizers and sentence starters that scaffold the writing process and various writing products, including the five-paragraph essay.

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.

Paste response to question here:

18. What language electives are offered to ELLs?

No language electives are offered to our scholars.

19. For schools with dual language programs:

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

Paste response to questions here:

### 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.

As part of the professional development plan for all ELL personnel at the Academy of Public Relations, an ESL/literacy consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs, particularly involving planning and differentiation (scaffolding) of the Common Core Learning Standards. Additionally, the ESL teacher will attend ELL Liaison meetings that are facilitated by the network. Monthly professional development workshops led by the ESL coordinator, staff inter-visitations, assistance from administration (feedback and coaching), department meetings, grade team meetings, and cooperative planning periods will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. The ESL teacher will also facilitate several Professional Development sessions for teachers of ELLs and related service providers, and they are outlined below.

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL strategies in the mainstream classroom, administration,	January 2014	Teachers, paraprofessionals, related service providers, guidance counselor, parent coordinators, and psychologist.
How to teach vocabulary to ELLs, administration,	February 2014	Teachers, paraprofessionals, related service providers, guidance counselor, parent coordinators, and psychologist.
ELL identification process, administration,	March 2014	Teachers, paraprofessionals, related service providers, guidance counselor, and parent coordinator.

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

## 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?

### I. PARENTAL INVOLVEMENT ACTIVITIES

#### >>>FALL<<<

Principals Brunch  
PTA meetings  
SLT meetings  
Thanksgiving Feast

#### >>>WINTER<<<

Principals Brunch  
PTA meetings  
SLT meetings  
ELL Parent Orientation  
ELL Parent Workshop: How to Foster English-language Development at Home

#### >>>SPRING<<<

Principals Brunch  
PTA meetings  
SLT meetings  
ELL Parent Orientation  
ELL Parent Workshop: ELLs and Test-taking Strategies  
Mother's Day Brunch

#### >>>SUMMER<<<

Principals Brunch  
PTA meetings  
SLT meetings  
ELL Parent Orientation  
Father's Day Hoops

### II. SCHOOL PARTNERSHIPS

The school partners with Learning Gardens, Renaissance EMS (music and sports), the Leadership Program, Mercy College (internship program), and Leadership Academy to provide workshops and services to parents of ELLs. In order to meet the needs of non-English speaking parents, our bilingual staff members and administrative staff assist in translating. Also, our vendor for all necessary translations services, both spoken and written communication, is The Big Word.

### III and IV. PARENTS' NEEDS

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

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

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

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

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

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

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

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

**DBN: 07x298      School Name: ACADEMY OF PUBLIC RELATIONS**

**Cluster: 01      Network: CFN101**

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

**Part A: Needs Assessment Findings**

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

Primarily, we utilize the Home Language Information Survey, ATS, and Blue Card information to identify the translation and interpretation needs of our community, as well as informal data from one on one conversations between parents, teachers, and the Parent Coordinator.

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.

We fulfill all of our school's written translation and oral interpretation needs using resources present in our staff, as well as our DOE approved vendor, The Big Word. Based on information provided in the 2012-2013 NYC School Survey, our parent community is very satisfied with our method of home-school communications.

## Part B: Strategies and Activities

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

All written communications between the school and student's homes are provided in both English and Spanish as a matter of policy. Translation services are provided and verified by the previously mentioned vendor.

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.

For PTA meetings, official Parent-teacher Conference Days, and Principal's Luncheons, translators are provided. Our translation vendor is The Big Word, a DOE approved agency. For routine parent-teacher or administration conferences, we have fully English-Spanish biligual staff that assists any parent in need of translation. In the event that services are required for parents speaking languages other than Spanish, our vendor will provide them.

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>.

As described above, all parental notification translation and interpretation needs for the APR community are met in-house or through our vendor. All notices, school-wide events, parent-teacher conferences, parent workshops, Principal Luncheons, etc., are provided in both English and Spanish to consistently meet the language needs of our school community.

## 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 30.

Part A: School Information	
Name of School: Academy of Public Relations	DBN: 07X298
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Data trends observed from NYSESLAT scores 2010-2013 (4 year period) in the ELL population exhibit stagnant progress in moving language proficiency levels. While there are outliers in the data trend, the majority of students show a need for remedial services in language skills relating to speaking, listening, reading and writing. The afterschool ELL program will focus on building English proficiency to support the academic curriculum. This program will build the English language literacy skills and math skills of three groups of ten to twenty ELLs. It will run for sixteen weeks starting in early December and ending in April; it will be held every Thursday from 3:30pm to 5:30.

### ESL/ELA Literacy Instructional Program

Two bilingual ELA certified teachers and one bilingual certified Math teacher will instruct 10-20 ELLs in grades six through eight who scored Beginner, Intermediate and Advanced on the NYSESLAT. The Math teacher will focus on the basic Math skills to serve as a foundation to the skills required to achieve mastery on the state assessments. Instruction will be conducted in both Spanish and English. The students will receive 2 hours of math instruction or 2 hours of ELA instruction. A supervisor will be present at each session for two hours to supervise the program.

The afterschool ELL program aims to build literacy skills and cross-cultural consciousness through the use of a multicultural ESL curriculum. Upon careful review of the 2011-2013 NYSESLAT scores, where many ELLs performed better in listening and speaking modalities, additional support must be provided in reading and writing. With this program offering comes the opportunity to grow academically, particularly with respect to the development of the student's global consciousness and English language acquisition in all four modalities (speaking, listening, reading and writing). This program will not only prepare students for state exams (ELA and NYSESLAT), but it also strives to cultivate well rounded students. Additionally, strategies are employed to encourage the following:

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

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

### Part B: Direct Instruction Supplemental Program Information

The afterschool ELL program will engage students in various activities, including:

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

The teachers of the Saturday Academy will utilize the Access English program as their main curriculum.

Additional resources that will be implemented to supplement the curriculum include:

- Dictionaries, both English and English-Spanish
- Manipulatives, i.e.: sight word flash cards
- General instructional supplies, i.e.: chart paper, markers, certificates of achievement, etc.

### Part C: Professional Development

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

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

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

### 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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

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

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

Parents of ELLs are also provided with opportunities to attend professional development sessions, which are facilitated by the ESL Coordinator. The Principal also offers a monthly Parent Series covering topics that speak to all subgroups. In addition, the Principal offers a Parent Luncheon where she provides support to parents in creating a home-school connection in areas of critical thinking, problem solving, strategies to deal with adolescent youth and parenting skills.

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

**Part E: Budget**

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

Allocation Amount: \$12824

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$5,371.00	16 sessions x2 hours x3 teachers= \$3,963.00  16 sessions x2 hours x1 supervisor= \$1,408.00
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$353.00	\$98 X3 teachers + \$59 Membership in TESOL for ESL/Bilingual certified teachers, subscription to TESOL Quarterly Journal
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	\$6,300.00	Technology to support ELL Academy (document cameras, projectors)= \$4,000.00  NYSESLAT Prep Books= \$1,000.00

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

Allocation Amount: \$12824

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		Classroom supplies: Chart paper, audiovisuals, notebooks, writing utensils, post-its, markers, etc.= 1,000.00  Parent workshops: Materials and refreshments= \$300.00
Educational Software (Object Code 199)	\$800.00	2 classroom licenses for Reading A-Z= \$200.00  Phonics Software bundles= \$600.00
Travel	=	
Other		
<b>TOTAL</b>		