

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015
DRAFT - PENDING SUPERINTENDENT APPROVAL

School Name: ARTS AND MEDIA PREPARATORY ACADEMY

DBN (i.e. 01M001): 18K589

Principal: DEBORAH GLAUNER

Principal Email: DGLAUNER@ARTSMEDIAPREP.ORG

Superintendent: MR. MICHAEL PRAYOR

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Deborah Glauner	*Principal or Designee	
Latoya Lebby	*UFT Chapter Leader or Designee	
Levell Wright	*PA/PTA President or Designated Co-President	
Danny Reyes	DC 37 Representative, if applicable	
Jocelyn Hart	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alesa Nicole Sanon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michelle Moe	Member/ Parent	
Tamaki Smith-Hart	Member/ Parent	
Julie Dumoulin	Member/ Teacher	
Tolu Ayorinde	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, we will increase our overall Regents exam pass rates by 10% this school year.

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 evident upon receiving the Regents passing results, and the lower score on Student Progress from the NYC DOE School Quality Report, which shows our passing rate in Regents below the peer group average. There was a 39% overall passing rate last year based on School Quality Report data for all students. We need to raise the overall passing rate by a minimum of 10%.

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. Align the school's units with the EngageNY curriculum. Provide Regents classes with Common Core Aligned textbooks to use as a part of their classroom resources.
2. Best classroom practices will include higher order questioning as part of lesson planning.
3. In PD and in teacher groups we will look-at increasing rigor in instruction along with working with teachers to differentiate and scaffold instruction to meet the needs of all of our students; most notably our lowest third.
4. Using the Danielson Framework as a lens for classroom observations and walkthroughs as well as feedback on lesson plans staff and administration are working collaboratively to ensure that students are receiving both the skills and content they need in order to be College and Career Ready.
5. Provide after school tutoring and Saturday classes in order to support for students struggling with content and Regents preparation.
6. Teachers will use Data Trackers in order to determine areas of strength and areas of challenge in order to enable them to use data to drive their instruction.

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

1. Teachers of Regents classes and tutors will implement the plan.
2. Teachers will integrate higher order questions into their plans and practice.
3. The assistant principals will offer professional development tailored towards these areas.
4. The administrative team will work to embed the Danielson Framework as the common lens for feedback.
5. Funds have been put into per session to compensate teachers for tutoring and for Saturday Academy.
6. Teachers will use online data trackers.

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

1. Teachers will use common unit assessments and Regents aligned tasks to determine the effectiveness of the instruction and pedagogy as evidenced by student academic growth.
2. Teachers will embed higher ordering questioning based on Webb's DOK in their lesson. Feedback will be given on higher order questioning both in planning and practice using the Danielson Framework. In addition, PD will be given to support teacher growth in this area.
3. Teachers and administrators will look use at the summative and formative data in cycles based on marking periods of our students with disabilities to determine if there is growth from using the supports. Progress reports with SMART goals will provide additional data.
4. Teachers will have common components in lesson plans to ensure we are vertically and horizontally aligned in order to ensure College and Career Readiness.
5. AMP will hold Saturday classes in January in order to provide support and testing sophistication. Formative and summative data will be collected from classroom teachers and utilized to develop high impact content and skills.
6. Teachers will utilize assessment data collected to design targeted instruction for areas of need. Administration will review data trackers with teachers in order to help guide flexible grouping and differentiation leading to academic growth for all learners.

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

1. Ongoing – notably baselines at the start of the year, and marking periods.
2. Ongoing – from the start of the year with regular review during observations cycles.
3. Ongoing – formalized at the end of marking periods.
4. Ongoing – as part of our school-wide PD plan. For teachers needed additional support, outside PD and internal support will be recommended and given.
5. Saturday Classes are scheduled for January, May, and June.
6. Summative assessments will be conducted regularly and that data will drive the focus of the classes as well as those students targeted for additional support.

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

1. Scheduled PD as well as grade and content teams. Textbooks were purchased along with teacher guides.
2. Administration and teachers will meet regularly as part of the observation cycle.
3. Scheduled PD as well as grade and content teams.
4. Scheduled PD as well as grade and content teams. Additional PD will be recommended and provided on a teacher-by-teacher basis.
5. We will use school funds to pay staff per-session to develop materials and conduct classes.
6. Per session funding and Title 1 will be used for staffing and materials. We will acquire and fund building permits.

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).

We have been working with the SLT to increase parent involvement. Our PA President is creating a survey to assess how parents can support their children. In addition, the parent coordinator and all advisors have been engaged in outreach to ensure that students are attending tutoring if needed. As Saturday Academy begins the parent coordinator will work with teachers and advisors to ensure that targeted students and their families are committed to the Saturday classes. These are reinforced with automated calls.

Budget and Resource Alignment

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

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

N/A

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 2015, 70% of our students in their third year will earn 10 or more credits this school year, as indicated on the 2014 High School Quality Snapshot.

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 became evident in the Student Progress section of the High School Quality Snapshot 2014. We found that first-year and second year students performed well; however third-year students earned 63.2%. We will focus our efforts in the third-year students to earn 10 or more credits. This school year, we will refocus teacher grade teams on monitoring student credit accumulation.

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. Assess and determine an expanded list of students academically at risk (December). Advisors will recommend credit recoup opportunities for those eligible. Grade teams will meet at least once every three weeks to review status on students' academic progress, and address specific issues of the targeted students (Sept.-June).
2. Students will receive tutoring during our after-school program, and obtain support for credit recoup during their advisories.
3. Create a blended learning program with support from iZone to provide targeted credit recoup.

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

1. Administration will monitor grade- team meetings where teachers monitor student progress.
2. Teachers, guidance and administration.
3. Teachers, administration and iZone staff.

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

1. Teachers/Advisors determine students eligible for credit recoup in December. Working together with the guidance counselor, individual student action plans will be created in order to provide clear and tangible benchmarks.
2. Ongoing monitoring of student outcome via ECHO (online grade grading system) culminating in students earning needed credits.
3. Teachers in grade teams will monitor the student progress on current classes and aim for 75% earning 10+ credits this school year (at least 5 per semester).

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

1. Students will be assessed in their progress by Dec. 13th, and provided additional tasks for the Dec. break.
2. We set a due date of January 17 for work from students doing credit recovery.
3. A similar schedule will be established in the Spring Semester—Feb. for analysis, March for content assignments, and a progress check before the April break.

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

1. We will allocate time every two weeks during our weekly professional development sessions for this effort.
2. We will provide per-session for teachers to assist in credit recoup or tutoring.
3. Administrative interns and administration will work together during assigned periods and afterschool to implement and support this effort.

Strategies to Increase Parental Involvement

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

The principal's monthly newsletter addresses this issue, and speaks to it during parent meetings. In addition, we will offer an "Expo Night" for parents to come visit the school outside of parent meetings. Our parent coordinator and advisors will contact parents to discuss student progress periodically. We have also increased the number of marking periods from two to six in order to provide timely benchmarks and feedback to families.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

N/A

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.

By the end of June of 2015, we will raise our graduation rate 10.5%, from 54.5% in 2014 to 65%.

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 High School Quality Snapshot 2014 shows that we achieved some growth from 2013 but at 54.5% we are still not approaching our target graduation rate. We find that the main cause is the low passing rate of Regents as many students have the appropriate number of credits but lack one or more Regents exams.

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. Align the curriculum for all Regents classes to the Common Core Learning Standards and ensure they no longer use Project Based Learning as the sole means of instruction.
2. Provide tutoring afterschool and Regents Preparation Academy on Saturdays.
3. Provide Global Studies, US History, Living Environment, Geometry, Common Core Algebra and Chemistry with Common Core aligned texts.
4. Conduct outreach to the families of students in all grades who are in need of additional support in making targets.

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

1. Administration and staff will work together on curriculum and unit plan review protocols
2. Teachers and administration.
3. Textbooks and teacher guides were purchased and administration is working with teachers to fully utilize these resources.
4. Teachers and advisors will use the Parent Engagement time and the guidance counselor and parent coordinator will support outreach efforts.

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

1. Curriculum maps and unit plans will be regularly reviewed (6-8 week cycle) for rigor and alignment with the Common Core.
2. Teachers will collect formative and summative monthly and analyze and track the data to ensure students' needs are met.
3. Mock Regents, two per term, with results integrated by teachers into the Data collection cycle.
4. This will be tracked through our internal communication system, Time to Note, and debriefed at team and content meetings.

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

1. Ongoing – 6 – 8 week cycle
2. Ongoing – formalized at the end of marking periods.
3. Textbooks were ordered and distributed in October. Review will be ongoing.
4. Ongoing – from September through June – weekly.

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

1. Ongoing – embedded in the weekly PD cycle.
2. Tutoring is on a weekly basis with additional sessions to be scheduled in the month before Regents. Saturday academy is planned for January and then for April and May.
3. Ongoing – formalized at the end of marking periods.
4. Ongoing during weekly Parent Engagement time.

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).

Seniors and sophomores have been targeted for Regents tutoring during Saturday classes. Outreach to families via email, phone and face-to-face conferences is ongoing.

Budget and Resource Alignment

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

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

Goal and Action Plan #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.

By June 2015, we will raise our parent involvement by 10% (from 27% to 37%) as reflected in the School Environment Survey and as evidenced by parent attendance at Parent Teacher Conferences and school events.

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.

While we did raise parental involvement in the school year of 2013-2014 as reflected by the School Environment Survey from 20% to 27% it is shown that students with a strong school-home connection have a higher level of achievement. With that in mind we are working to increase our parent involvement.

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. Parent engagement periods are designed to allow grade teams to meet with parents together.
2. Regular outreach from teachers and advisors regarding attendance and academic performance as well as to inform parents of events and important dates; i.e. parent teacher conferences and report cards along with a monthly newsletter emailed and backpacked home.
3. Provide parent workshops designed to meet family interests and organize events to celebrate student achievement.
4. Outreach to parents and families to help support an increase in attendance at our PA meetings.

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

1. Programming chair and administration.
2. Teachers, advisors, guidance counselor, administration and parent coordinator.
3. Administrative interns, teachers and administration.
4. Parent coordinator.

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

1. Parent meetings will be arranged on an as needed basis with administration.
2. Time to Note, our internal system to track outreach, will be looked at weekly.
3. Administrative interns, teachers and administration will use the attendance at monthly PA meetings to help gauge growth as well success of outreach efforts.
4. The parent coordinator will use multiple methods of outreach to increase attendance at Parent Teacher Conferences, student events and PA meetings and track attendance along with outreach efforts.

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

1. Ongoing from September to June.
2. Weekly from September to June.
3. Monthly from September to June.
4. Ongoing from September to June.

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

1. Teachers will be programmed whenever possible for grade wide parent engagement times.
2. Teachers will be scheduled for and utilize their parent engagement period for outreach.
3. PA meetings will be scheduled with family obligations and schedules as the main priority.
4. Parent Coordinator will allot specific time daily for parent outreach.

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).

By regular outreach regarding all aspects of student life we look to build relationships that will engage parents as active members of our community and empower them as stakeholders in the school. We also will have regular celebratory events for families to expand their participation in the community,

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

N/A

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.

For the school year 2014 - 2015 we will increase the amount of extra-curricular activities and social emotional support offered to our students. We will offer a minimum of two additional classes in the arts after school and bringing in a minimum of one Community Based Organization designed to increase participants' attendance rate by 5%.

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.

Using the School Quality Guide of 2012-2013 (the most recent Quality Review) it was noted that there was a drop in credit accumulation and Regents passing rates. As we address the academic needs of the students, it was determined that the social emotional needs should be addressed in order to increase student achievement. In addition, in order to more fully meet the needs of the whole student, we determined that increasing sports and arts programs (which for many of our lowest third students were areas of success) would help create a stronger connection to the school community. We will measure this through a 5% increase in attendance by those students participating in these activities.

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. Partner with Interborough Counseling to allow for more students to benefit from one on one therapeutic intervention.
2. Credit bearing classes are offered after-school in fine arts and drama.
3. Dance and cheerleading are offered multiple times after school during the week.
4. Expanded sports opportunities from soccer and PSAL girls and boys basketball to include flag football in the Fall Semester and track in the Spring Semester.

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

1. Social workers from Interborough Counseling
2. Teachers (art content area teachers), administration
3. Student leaders and teachers
4. Athletic director (Physical Education teacher) and coach

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

1. Monthly meetings with Interborough to evaluate overall success.
2. At the end of the semester teachers and administration will utilize marking period data to determine if students are earning the credits for those courses that are credit bearing.
3. Teachers and administration will examine the grades at each marking period for those students participating in the activities to determine if the activities are increasing their achievement in other areas of the curriculum.
4. Athletic director and team coach will monitor overall attendance for those students participating in the activities to determine if there is a decrease in absences and lateness. Participation is contingent upon academic standards and attendance set by PSAL.

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

1. Counseling services are provided throughout the school year with timelines varying based on individual student need.
2. Art and drama are semester long courses, starting in September and ending in January. The second semester will be from February to June.
3. Yearlong and ongoing from September to June.
4. The sports activities are seasonal. Flag football was from September to October, Soccer was from September through November, Basketball is from November to March and Track will be in the spring.

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

1. Office space is dedicated to Interborough to use for counseling sessions.
2. Per session funds are dedicated for teacher activities and teachers were given budgets to provide for supplies for classes (pursuant to principal approval) and programming was coordinated by the program chair and administration.
3. Per session funds are dedicated to supervision of activities.
4. Fees are paid for participation in leagues for all sports other than those sponsored by PSAL.

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 and families are invited to all sports activities when spectators are allowed.
 Dramatic Arts and Dance Troupe will be performing for families and students.
 Interborough will be reaching out to families as determined by individual student need.
 An evening of art will be held and parents and families will be invited.

Budget and Resource Alignment

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

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

N/A

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
ELA	<p>We conduct a class for incoming 9th grade who had low scores from middle school. We also provide small group tutoring for those who have been assessed in need, or have failed the Regents.</p> <p>Additional tutoring offered to targeted students as identified by teachers</p> <p>Teachers conduct writing prompts with templates, using scaffolding to provide support. These products are continually revised with comments from the teachers. Teachers also provide strategies to improve reading comprehension and vocabulary.</p>	Small group	<p>During the school day</p> <p>After school</p>
Mathematics	<p>Students are provided instruction on middle school math skills in a non-credited foundations class.</p> <p>Students who fall behind in the Regents are provided tutoring with prompts, which are monitored by the teachers to determine areas of need.</p>	Small group	During the school day
Science	Students who fall behind in the Regents are provided tutoring with prompts, which are monitored by the teachers to determine how they are problem solving.	Small group	<p>During the school day</p> <p>After school</p>
Social Studies	Students who fall behind in the Regents are provided tutoring with prompts, which are monitored by the teachers to determine how they are problem solving.	Small group	<p>During the school day</p> <p>After school</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A guidance counselor, who helps students navigate personal or organizational issues, provides counseling. The counselor also assists	<p>Small group</p> <p>One-on-one</p>	<p>During the school day</p> <p>After school</p>

	advisors on how to provide student supports and information on high school transcripts and the college application process. For more severe cases, students are referred to Interborough agency.		
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**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 *TAS Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Arts & Media Prep staff and administration make a concerted effort to meet and interview teacher candidates who are committed to their craft and to children. We provide questions that help us determine an applicant's capacity to teach—classroom management, strategies to reach all learners, how they may use technology in the classroom, and their ability to mentor teens. In addition, we have all candidates write an essay on student/teacher accountability. This provides us a view of their philosophy of education and their own writing abilities. All teachers at AMP are state certified. Once teachers are part of the team, they are provided training in technology, classroom management, unit and lesson writing, and lesson delivery. Teachers attend professional development once a week for nearly two hours. There are opportunities to engage with other organizations, such as the iZone and New Tech Network. All teachers at AMP are provided a desk with a computer, and are stationed to work together in what is called "AMP Central," where collaboration is a key component.

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).
There is an expectation that all classroom instruction is aligned to the Common Core State Standards. PD addresses rigor in academic tasks, scaffolding and differentiating for students based on their ability and using data to drive instruction. The school wide instructional focus is Questioning and Discussion based on Webb's Depth of Knowledge and this is addressed through professional development and through regular ongoing feedback to teachers. Teachers are given time during PD to assess units using protocols designed to ensure Common Core alignment and rigor in literacy tasks. Lastly, teachers are familiar with the Danielson Framework and there is ongoing professional dialogue using that Framework to help guide teachers towards greater rigor and alignment with the Common Core. Administration regularly debriefs to determine and revise our PD plan to meet the needs of teachers and to provide different levels of support – both onsite and offsite – to teachers.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Student living situations are closely monitored (using technology, discussions with parents and students, etc.). Once an issue surfaces, the guidance counselor monitors the students' needs, and we assist in ways determined by the student and administration.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Using data to drive instruction is a regular PD topic. During PD sessions, teachers work in grade teams and as content teams to discuss assessment calendars as well as modes of assessment. Administrators work with teachers on modes of checking for understanding, formative and summative assessment methods and on how to use that data to form flexible groups as well as to drive overall instruction. In addition to state mandated testing, teachers design and administer assessments throughout a unit with a culminating task or assessment.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- Advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- Monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child’s school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child’s education;
- Communicate with my child’s teacher about educational needs and stay informed about their education by promptly 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.

DBN: 18K589

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A	Column B

			Verify with an (X)	Page # Reference(s)
Title I Part A (Basic)	Federal	\$203,705.37	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,761,262.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 18	Borough Brooklyn	School Number 589
School Name Arts & Media Preparatory Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Robert Hall	Assistant Principal Deb Glauner
Coach type here	Coach type here
ESL Teacher Sharon Anderson	Guidance Counselor Neisha-Ann Johnson
Teacher/Subject Area Rachel Friedman	Parent
Teacher/Subject Area type here	Parent Coordinator Debby Nevarez
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	306	Total number of ELLs	15	ELLs as share of total student population (%)	4.90%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	2

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	9	0		4	0	2	2	0	2		15

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	9	0	0	4	0	2	2	0	2	15
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0	2	3	2	7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	2			3
Haitian										1	1	1	2	5
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	5	4	4	15								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	2	1	1	4
Intermediate(I)										2	3	1	2	8
Advanced (A)										0	0	2	1	3
Total	0	2	5	4	4	15								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										0	1	1	1

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	1	0	1
	A										1	2	1	1
	P										1	0	2	1
READING/ WRITING	B										0	2	1	1
	I										2	3	1	2
	A										0	0	2	1
	P										0	0	0	0

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Translated and modified formative assessments of classroom learning are given in the native language to assess the literacy skills of ELLs in the first language. Based on how well they perform, classroom instruction is modified to facilitate their English language and literacy development. Specific ESL strategies are then modeled and provided to classroom teachers by the ESL teacher to utilize in the

classroom to strengthen the literacy skills of ELLs. Additionally, LAB-Rs, Regents, and NYSESLATs scores provide additional information as to the literacy level of students. Results are analyzed and evaluated by the ESL and classroom teachers to determine the instructional practice to enhance learning and literacy development. Furthermore, one-on-one performance based assessments with individual students provide teachers with a detail profile of specific abilities that inform instructional implications and planning.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most students of our small population are doing well, especially in earning credits. They struggle a bit with standardized exams. Two students have difficulty progressing in reading and writing, and for most students, this is the area they lag behind. Of our ELL population, 27% also have an IEP, having additional disabilities.
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](#))

Reading and writing need more of our focus. We are implementing more reading opportunities and resources. Students practice all modalities in our debate program, required by all students. Our Inquiry Team is targeting why students fail the Regents Exams, and more attention will be devoted to the ELL progress in this arena as well.

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?

Patterns across proficiencies and grades vary widely according to the native language proficiency level, prior educational background and content knowledge. Newcomers, entering the school with strong academic and language backgrounds and grounded in the content areas of Math and Science perform well within the classroom in these areas. However, newcomers are more challenged in content knowledge regarding US History, Global History and English. As they gain the language and academic support while learning the content, newcomers begin to gain the skills and competency to perform well on classroom assessments, which are modified or given in the native language. Regents exam, whether in the native language or English, pose difficulty for intermediate and advanced ELLs. Overall, results of Regents assessments in the native language indicate that students have a higher performance in contrast to those given English. The results of Periodic Assessments inform teachers of students' strengths and weaknesses across all grades and proficiency levels. The results are analyzed and interpreted by the classroom teachers and ESL teacher. They work collectively to modify materials, provide specific strategies, direct instruction, appropriate activities, and alternative assessments to support all ELLs in their content knowledge and language development. From the Periodic Assessments, the school has determined that to increase performance assessments, students should be provided with concrete strategies that are transferable to all content areas and encourage students to utilize learning strategies to increase academic and linguistic learning in all their subject areas. Although translated versions of classroom materials and texts are provided to newcomers and intermediate students in their native languages, the students reliance on their native language to comprehend difficult content materials maybe a hindrance to their developing a higher level of proficiency in the English language and performing well on local and state assessments given in English.

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](#).)

NA

6. How do you make sure that a child's second language development is considered in instructional decisions?
The school's push-in program allows the ESL teacher and classroom teachers to collaborate weekly in modifying lessons, selecting appropriate materials and text for activities, providing alternative assessments, and to determine groupings that will accommodate the specific language proficiency of ELLs within each subject area .

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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Students make progress moving from Beginner to Intermediate or Advanced. The school consistently meets AYP each year, however, because of the low number of ELLs enrolled in the school, AYP is not calculated for this subgroup. However, the success of the program is evaluated by the number of content classes students achieve passing grades, their success on Regents exams, and their scores on the NYSESLAT. Furthermore, individual students demonstrating competency and improvement in specific linguistic and literacy areas are an evaluation of the success of the ELL program.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Possible ELL students are initially identified through their previous enrollment in ESL services based on school documents provided by the families, and data collected from ARIS and ATS (RLAT and RLER). During the initial informal oral interview with newly enrolled students and families, if a language other than English is identified, staff members fluent in Spanish and Haitian Creole are asked to translate and assist families during the informal and formal interviews. The purpose and process of such interviews are thoroughly explained to families in their native language through the use of staff members and other available translation services. The Home Language Identification Survey (HLIS), which includes the informal oral interview in English and in the native language, would then be administered. Our certified ESL teacher and coordinator, Sharon Anderson, is responsible for this initial screening, administering the HLIS. Based on the information provided on the HLIS, if it is determined that the student speaks a language other than English, the ESL coordinator administers the English LAB-R to all new ELL entrants within 10 days of enrollment. For Spanish-speakers only, the Spanish LAB-R is also administered by the ESL Coordinator with the assistance of the Spanish teacher, Ms. Vertullo or another pedagogue who is fluent in Spanish. The ESL teacher also evaluates ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) annually according to regulations. Each eligible student takes all four components of the NYSESLAT, which are administered according to the timeline released to the schools.
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.
To ensure that all parents understand the three ELL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) offered by the NYC DOE, the school will communicate with each applicable parent within 5 days after receiving the results of the student's LAB-R test. Each parent will receive instruction by Sharon Anderson (ESL Teacher) and an opportunity to view the video that explains the 3 forms of service, which is available in different languages. The school will communicate via phone, email, and/or postal service with the parent and set up an appointment that is beneficial to the family within 10 days of receiving the results. Pedagogues, who speak Spanish or Haitian Creole can make the contact with the families. The LAP Team will be ready to offer this instruction "on the spot" once a parent comes into the school for any other reason. All parent-related documents can be found in the ELL Parent Information Case. Currently, we do not have a TBE or DL program, but should we implement one, we will notify the parents by letter in their native language of the three different options.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Once a family enrolls its child into our school, the parent or caregiver is provided a Home Language Survey within 10 days to determine if the student requires language services. The family is then informed of the type of program offered by the school to assist their child and are then given the option to accept or decline services. To ensure that all program selection forms and entitlement letters are returned to the school, parents are provided with the option of completing the form in-person at the school or given a self-stamped addressed envelope to return to the school acknowledging the services the student will receive. If entitlement letters are not received, a follow-up phone call will be made to request the documentation. If necessary, a second letter will be mailed to the home or sent home with students. Sharon Anderson (ESL Teacher) will file all documents in room 415. ATS reports will be generated to ensure students are accurately listed as eligible to take the NYSESLAT. Generally, after Parent Survey forms are mailed or emailed to parents, the Parent Coordinator contacts parents via telephone to encourage completion and return of these forms.
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.

After parents are informed of the specific program offered by the school, provided the option to choose one of 3 types of language programs available within the DOE, received the entitlement/placement letter and selected a specific program for their child, students are placed into the ESL instructional program. The consultation and communication with parents are conducted in their native language by staff members fluent in the language or through means of electronic translation services. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice that parents have requested is Freestanding ESL. All parents have requested the Freestanding ESL. ELLs are programmed by the LAP team according to their grade level and required minutes of services per week as outlined in CR Part 154. ELAC in ATS is then updated and entitlement letters and all other records are kept in a locked file cabinet in room 415.

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.

Annually in September and in January, the RLER and RLAT reports from ATS are generated to determine students eligibility for the NYSESLAT. Students listed are then administered the NYSESLAT in April. Sharon Anderson, the ESL Teacher maintains a schedule that includes the name of students, modality to administer and modality completed. The schedule ensures that absences are tracked and absentees upon return to school are administered any modality not previously completed.

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. [🔗](#)

Program models offered at our school are aligned with parent requests for the most part. As our ELL population grows, we will continue to monitor parent preference and input to structure and/or restructure our program and grow our faculty accordingly. That the school ELL population is so small, and as such, without funding, it is unrealistic to have a bilingual program in each language. All parents preferred to place their child at this school rather than attempting to enroll in a larger bilingual program at another school.

Part V: ELL Programmina

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])?

.We use a combination of Push-In [Co-Teaching] and Collaborative models in a Heterogeneous program for content-area classes. For Advisory classes and Pull-Out sessions, we use an Ungraded, Heterogeneous program.
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)?

Advanced students are placed with an ESL teacher for their Advisory class which meets every day for a total of 280 minutes of service per week. However, our current Advanced ELL benefits from additional minutes of service through our Push-In/Collaborative model in his content-area classes; including ELA. Intermediate students are also placed with an ESL teacher for Advisory, in addition to receiving 125 to 305 minutes of Push-In/Collaborative services per week in Math, Social Studies, Science and ELA for a total of 420 to 585 minutes. Beginning students receive the same services as an Intermediate with the addition of one Pull-Out session and one Tutoring session per week for a total of 585 minutes of service per week. NLA instructional minutes are included in Advisory, Pull-Out and Tutoring sessions.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content areas are delivered in the target language (English). The ESL Push-In teacher services students in each content area throughout the week. This ensures that the students receive the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, and support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music, translation technology, on-line tools, differentiated products and so on are used to make material comprehensible. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Initially, the LAB-R and Spanish LAB-R are used to evaluate the literacy levels of ELLs in English and their native language. Content teachers provide students with translated versions of assignments in ELLs native language as well as electronic translation programs to assist in the comprehension of content information and development of literacy skills in both first and second language. ELLs also have the option to take their Regents examinations in the native language whenever translated versions are available. We have native speakers in Spanish and Haitian Creole (two languages prominent in our area) who can also work with ELLs to determine their home language ability and assist in meeting their literacy needs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Evaluation and formative assessments of ELLs in all four modalities are ongoing and integrated in all content area classrooms, during individual conferences and in small homogenous groupings by the classroom and ESL teacher. Consideration is given to students' language proficiency in the native and English languages, and then the appropriate, individualized goals are established to strengthen students' literacy skills in reading, writing, listening and speaking.

Analyzing and reviewing samples of students' unedited and completed work, and focusing on specific areas in need of improvement such as vocabulary, grammar and the mechanics of writing examine writing. Students receive feedback, and progress is monitored whether students are writing for academic or social purposes.

To evaluate reading, students are exposed to a variety of texts and reading materials that require them to describe, retell, restate, paraphrase, question, and or illustrate their level of understanding, which enable teachers to assess students reading and comprehension of general academic concepts and content-specific terminologies. Based on individual needs, classroom teachers and the ESL teachers work together to implement learning strategies to assist students in strengthening reading skills, reading strategies and build comprehension.

Students' participation in multiple social and academic activities enhances ELLs aural, oral and linguistic competence. The use of audio, video and digital recording and programs, class and small group oral readings, heterogeneous grouping and interactions, in-class discussions, and presentations play a direct role in measuring and monitoring students listening and speaking

comprehension. At the end of the year, the NYSESLAT assesses students' proficiency in all four modalities. The ESL teacher evaluates the results, and individual academic and linguistic goals are established for the school year. The ESL teacher, working collaboratively with classroom teachers, ensures students are given the support they need in order to excel in all areas of their literacy and academic development.

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).

Newcomers to our school will be provided with an informal orientation to the ESL program and the student's advisor. Lines of communication will be established between the home and school, with the advisor serving as the liaison. The student will be encouraged to participate in our after-school programs that are geared to improve language skills. All students will be provided a number of assessments—ISA ELA and Math Assessments, AMP School-wide Assessments, and Ed-Performance Assessments, aside from the AMP Interim Assessments that involve class work assessments.

SIFE students will be provided more scaffolding, more concrete examples, test, task, and reading modifications. Students would be assigned extra instructional time in 7th period.

Students receiving ESL services 4 to 6 years will receive individualized assessment to determine their literacy level--looking at decoding, grammar, fluency, comprehension, vocabulary, etc. We provide additional services to provide instruction in these specific areas during our 7th period.

Long-term ELLs and newcomers will greatly benefit from our literacy intensive Advisory program. This program strongly emphasizes speaking, listening, reading, and writing. Beginning and Intermediate English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the student receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic

language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music and so on are used to make material comprehensible. Students also use a variety of technology and differentiated products for learning. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level.

Advanced English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the students receive the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Continued focus on vocabulary acquisition remains, but is aimed more towards Tier 2 and 3 academic language. Increased reading sustainability is addressed, with less parsing of texts and challenging students with higher-level texts. Further, a variety of texts including video clips, films, music and so on are used to make material comprehensible and inspire further growth. Students also use a variety of technology and differentiated products for learning. Higher-level academic writing is also stressed – such as research papers, position papers, et al.

Students with special needs benefit from a certified-SPED Co-Teacher in all of their classes, in addition to the Push-In ESL Teacher. We do not currently have any SIFEs. Students who became proficient on the NYSESLAT continue to receive 2 years of the same support outlined above in language and academic development within the classroom. Additionally, they receive the same test accommodations as current ELLs for all state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELL-SWDs receive all mandated services stated on their IEPs through the collaboration of the ESL and SpEd teachers. Students IEPs are reviewed and discussed as to specific strategies and goals to focus on throughout the year and within each content classroom. Teachers encourage students to offer bilingual support to each other to explain and clarify new ideas and concepts in the native language. She also helps students build background knowledge before teaching lessons through use of pre-reading questions and prompts to link students' past experiences with the new information that will be taught. A number of pre-determined key phrases or content area vocabulary and concepts are taught in context using visuals and realia before the lessons to help students access the new information. Students are provided with written as well as aural messages. Content area reading

materials are modified or translated in students' native language to meet the literacy and language proficiency of students. Supplementary materials such as charts, graphs, pictures, illustrations, realia, manipulatives, multimedia, and demonstrations by the teacher are used to promote comprehension. Graphic organizers assist students in representing information visually as well as organizing, summarizing and interpreting information for better understanding. To further their comprehension of the content, students are given instructions and explanations of the task in clear, step-by-step manner. Additionally, engaging students in a variety of question types and Q&A based on the level of Blooms Taxonomy have been beneficial in promoting critical thinking and comprehension skills. Frequent opportunities for interactions supported by cooperative groups, buddies, pairs, and small groups have encouraged higher level thinking skills to help increase academic language and content area objectives. Furthermore, students are given multiple opportunities to demonstrate their understanding with developmental appropriate hands-on materials or manipulatives and differentiated activities to demonstrate their learning and knowledge of concepts. All content area activities integrate all language skills: reading, writing, listening and speaking. The ESL teacher collaborates with the SpEd teachers in the classroom, but also in weekly PD meetings where they may review IEPs, look at student work and teacher plans for the upcoming projects.

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?

One way learning is differentiated for ELLs, is through the development of learning goals that address students' needs in each subject area based on analysis of student literacy, language development and academic assessments. Articulation between the classroom teacher and the ESL teacher will ensure ELL students receive instruction aligned with the Common Core Standards in all academic core subjects. The ESL teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELLs. Together they collaborate and co-teach lessons content, specific skills and strategies that meet students' needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), group projects, small group and individual instruction, pre-teaching vocabulary, use of technology, modified and adapted reading materials, videos, graphic organizers, visuals, realia support, manipulatives, to scaffold and support new learning. Further differentiation is based on language proficiency and development. For example, for beginners, ESL instruction focuses on the acquisition of social and academic language. Assignments are modified for these students using word banks, picture cues and concept maps. The ESL teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For intermediate and advance students, ESL instruction emphasizes reading and writing. ELL students in small groups are asked to think, talk, read and write about content. Lessons are also modified using strategies such as repetition of instruction, reduced task length and shortened directions to meet the language and academic needs of these students. With the small population of ELLs (10), all ELLs are in classes with students requiring or not requiring IEPs.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:	0			
Social Studies:	0			
Math:	0			
Science:	0			

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

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

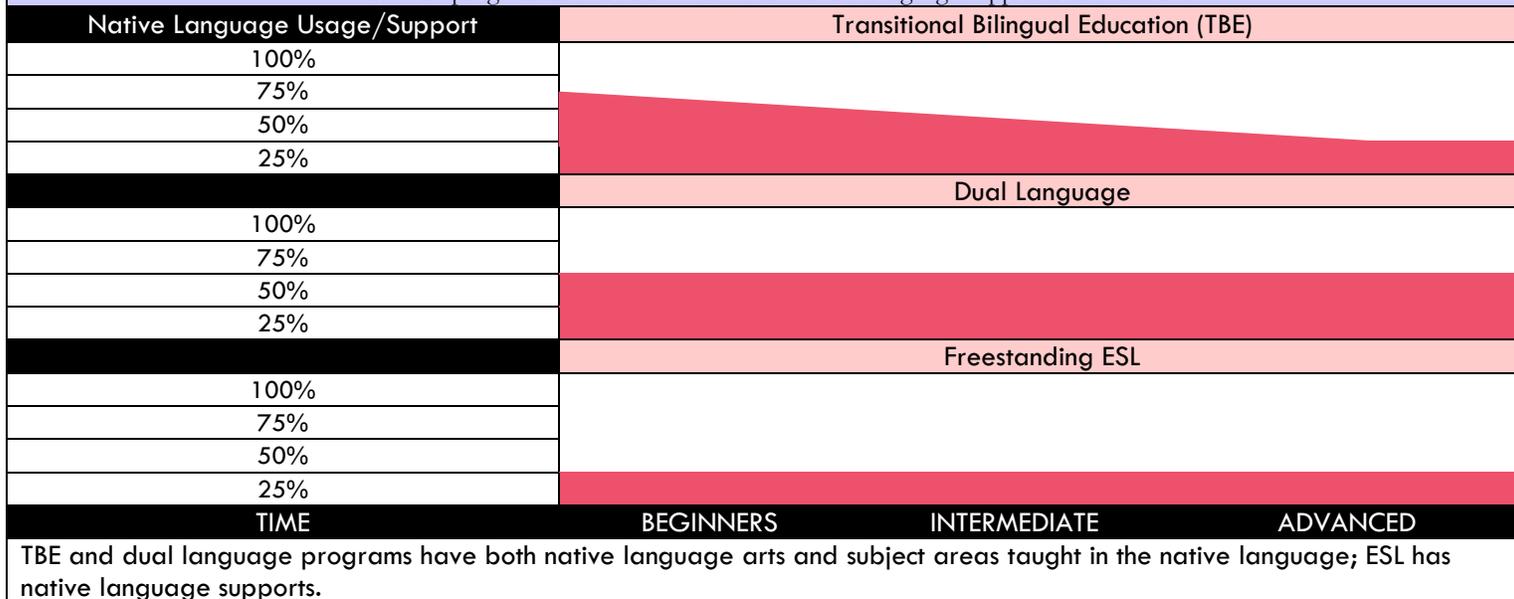
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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.
- Content-area courses are conducted in the target language. English Language Learners are supported in inquiry-based, discovery-centered mainstream classrooms through a variety of implemented methodologies and strategies. Firstly, an ESL instructor pushes-into content-area classes. This ensures that the student receives the additional support he/she needs to keep up with content-area instruction, including following directions, reinforcement or restatement of material, support with academic language and production. Targeted and tiered vocabulary strategies are used to ensure the student is learning and using both social and academic language. Specifically, cognates are used to rapidly develop students' academic language, polysemy of English words are addressed, and Word Walls quickly refresh vocabulary learned. Further, a variety of texts including video clips, films, music and soon are used to make material comprehensible. Students also use a variety of technology and differentiated products for learning. Beginning and Intermediate ELLs also read parsed and differentiated texts that are manageable both in quantity and in reading level. Students also benefit from Pull-Out and Tutoring sessions, in addition to Advisory services, to ensure student success in content-area courses.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- There are uneven results. For students that have structure at the home, and there is an effort to practice English at home, there is more success. The area of concern we are addressing is their progress on Regents exams. In terms of improvement in NYSESLAT results, students are improving. Summative and formative assessments in the content areas of math, science, social studies, ELA are discussed and evaluated by content and the ESL teacher to determine areas in need of further instruction. Review of data is ongoing to ensure students maintain progress in all their academic and language development.
11. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school year, we plan on improving upon the methods and strategies implemented last year, as well as improving upon parent involvement and preparation for Regents exams. These are the two areas that show the most need according to our data.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued as we are assessing the efficacy of those that were implemented last year, as well as those added for this upcoming school year. If and when our ELL population increases, improvements such as moving toward a Self-Contained or Dual Language model may have to be implemented to fit the needs of that population.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs, including after school activities and supplemental services offered. The ESL teacher ensures that materials and support are there for all programs, activities and supplemental services such as content-area tutoring.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Each classroom is equip with laptops that are utilized thoroughly in the content classrooms to facilitate academic and language learning. ELLs are provided with and have access to modified, translated, audio, and videos materials. Our school uses a variety of instructional materials to aid in target language acquisition, including but not limited to the following: "Side by Side" texts and workbooks, a variety of dictionaries, leveled-texts and novels, native language texts and novels, Google translation tools, online native language translated texts, and so on as necessary.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In our Freestanding ESL program, native language is addressed and supported in Advisory, Pull-Out and Tutoring sessions, as well as when needed in Push-In content-area courses, through the use of native language texts and novels, google.es and online native language translated texts.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All required services support and resources correspond to ELLs' ages and grade levels in all content areas as well as Advisory and other services. All students receive high school level topics and materials appropriate for the age and grade level.
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.
- Newcomers to our school will be provided with an informal orientation to the ESL program and the student's advisor. Lines of communication will be established between the home and school, with the advisor serving as the liaison. The student will be encouraged to participate in our after-school programs that are geared to improve language skills.
18. What language electives are offered to ELLs?

We have and/or currently offer Spanish as an elective.

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)?

NA

C. Professional Development and Support for School Staff

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

1. The plan for professional development for ELL personnel is ongoing and will include: attending workshops and conferences, weekly PD meetings (every Friday from 1:45 to 3:40 PM) to provide teachers, administrators and Support Staff with information on assisting our ELL population with assessment and instructional strategies, collaboration with teachers of Math, Science, Social Studies, English on increase differentiation of instruction for ELLs, improving research-based strategies and to reinforce the development of reading, writing, listening and speaking skills in their classrooms. We also provide PD to the intire staff to inform them of procedures involving ESL.

2. Our ESL teacher has participated in sessions to review the CCSL requirements, rubrics, and a breakdown of scaffolding strategies to reach the students to each category. Our one ESL teacher provides PD and support for the other teachers.

3. All teachers receive PD on a weekly basis, and all incorporate literacy tasks with each project. These literacy tasks with student work are assessed weekly, and the ESL and SpEd teachers interject how to better reach ELLs and students with learning disabilities.

4. Professional development for teachers in all subject areas is focused on integrating ESL methodologies and support for students' language development in addition and including a variety of way to intergrate the cultural backgrounds of students to link background experiences and knowledge to new information, using the student's first language to support learning and acquisition of the second language, understand that conversational English (BICS) is not the same as academic English (CALPS) and how to effectively involve students' families and communities in education.

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?

Paste response to questions 1-4 here

1. Only 15 % of the parents are involved to the extent of attending meetings and/or completing the School Survey. As ELLs comprise of a small percentage of the students, there is little involvement overall.
2. We do not work with outside agencies in regards to ESL.
3. Our parent coordinator will assess the needs and provide a translator if desired. We have the initial meeting to determine language at home and what level the parents speak in either language. We also have parent surveys that alert us to parent preferences. We have staff members that can meet and discuss with the parents when they come to the school. All parents are invited to our monthly parent meetings.
4. We invite parents to learn about online communication and access defferent languages in the computer. All parents are invited to our monthly parent meetings, and we have three parents on the School Leadership Team to represent the parent body. Our Community Assistant speaks Spanish and helps Spanish-speaking parents navigate progress reports. We conduct a parent workshop on how to help our students complete applications and scholarships for college. This is provided by Ms. Vertullo, our Spanish Teacher.

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: <u>Arts & Media Prep</u>		School DBN: <u>18K589</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Hall	Principal		1/1/01
Deb Glauner	Assistant Principal		1/1/01
Debby Nevarez	Parent Coordinator		1/1/01
Sharon Anderson	ESL Teacher		1/1/01
	Parent		1/1/01
Rachel Friedman	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Neisha-Ann Johnson	Guidance Counselor		1/1/01
Malika Bibbs	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: 18K589 School Name: Arts & Media Preparatory Academy

Cluster: 4 Network: 404

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

Part A: Needs Assessment Findings

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

We looked at home languages listed in ATS, and we speak with all parents through the Advisors assigned to each family. Phone calls and other outreach determine our need. Parents take the Home Language Survey, and an interview and training on our electronic communication systems is immediately provided.

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.

Our foreign language population is small. All families are capable of understanding English; however, we find it useful to provide translation help with our staff in a few cases. Staff members are speakers and writers of Spanish (our Parent Coordinator and 3 teachers) and Haitian Creole (the Dean). For the students who speak Arabic, the parents speak English, but brought the child late to the country. They prefer information in English.

Part B: Strategies and Activities

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

We have in-house staff to assist in written translations services in Spanish and French. For more extensive documents, we will use the DOE translation services. In addition, we have been able to use online tools to show student progress on web-based grading platforms.

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.

We have in-house staff to assist in oral translations services in Spanish by the parent coordinator and three additional teachers, and we can offer Haitian Creole by our dean.

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>.

- A. We are posting the Bill of Rights, and sending a copy of the document in English, French, and Spanish to each family's email account (we have this established).
- B. The Welcome poster will be placed in the office of the Parent Coordinator and the Main Office.
- C. We will post signs in different languages that ensure non-English speaking parents will be able to reach the administrative offices.