Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **07X298**

School Name: **ACADEMY OF PUBLIC RELATIONS**

Principal: **MS. AMY ANDINO - FLOHR**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Middle School School Number (DBN): 07X298

School Type: Public Grades Served: 6,7,8

School Address: 778 Forest Avenue, Bronx, NY 10456

Phone Number: 718-665-8866 Fax: 718-401-0051

School Contact Person: Courtnei Davis Email Address: Cdavis37@schools.nyc.gov

Principal: Amy Andino - Flohr

UFT Chapter Leader: Courtnei Davis

Parents' Association President: Cynthia Robinson

SLT Chairperson: Maria Terracciano

Student Representative(s): N/A

District Information

District: 07 Superintendent: Yolonda Torres

Superintendent's Office Address: 501 Courtlandt Avenue, Room 102, Bronx

Superintendent's Email Address: Ytorres5@schools.nyc.gov

Phone Number: 718-742-6500 x425 Fax:

Cluster and Network Information

Cluster Number: 1 Cluster Leader:

Network Number: 101 Network Leader: Rex Bobbish

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amy Andino	*Principal or Designee	
Courtnei Davis	*UFT Chapter Leader or Designee	
Cynthia Robinson	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Maria Terracciano	Member/ Teacher	
Kelly Thompson	Member/ Teacher	
Lauren Wexler	Member/ Teacher	
Jaime Geib	Member/ Teacher	
Giavanna Palermo	Member/ Teacher	
Leyla Figueroa	Member/ Parent	
Tamara Grant	Member/ Parent	
Antonio Soto	Member/ Parent	
Maria D'Ayala	Member/ Parent	
Veronica Gerena	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Academy of Public Relations (APR) is a middle school in the South Bronx where learning is a real world experience, teachers care beyond education and students develop a purpose. Founded in 2005, the Academy of Public Relations is a New York City Department of Education middle school, encompassing grades six through eight. APR's curriculum is a high school preparatory program with special emphasis on public speaking. All students at APR explore content areas through the lens of presenting information to a particular audience. The faculty and staff of APR are dedicated to the proposition that all children can learn and are entitled to do so in a safe and healthy environment that fosters curiosity and self-esteem.

Strategic Collaborations

The Academy of Public Relations is proud to partner with:

- Aspira, an after school program that helps students develop academically and socially through the use of art, games, and engaging curriculum.
- Achieve Now Academy, a grant which focuses on our highest needs students and hold overs. Specifically, the Achieve Now Academy gives attention to our 8th graders, ensuring their success in High School.
- Middle School Quality Initiative (MSQI), a curriculum that focuses our kids around key grade level vocabulary and independent thinking.
- Marquis Studios, an arts focused program that allows students to express themselves through: music, dance, poetry, and technology.

At the Academy of Public Relations we believe in consistent revision. We assess ourselves often as a school to identify our strengths, accomplishments, and challenges. Using the Quality Review, Middle School Quality Snapshot, and School Quality guide we determined our:

Strengths

- The school culture is a safe and cohesive environment where staff, students, and families feel respected and supported. (1.4)
- Organizational decisions and the use of resources are effectively aligned to the school-wide goals as evidenced by the improvement in the delivery of instruction and student work products. (1.3)
- The analysis of the information from curricula-aligned assessments leads to instructional adjustments resulting in targeted academic support for improved student achievement. (2.2)
- Teachers engage in structured and impromptu professional collaborations that build capacity as they facilitate meetings and lend a voice in key decisions that impact on student learning. (4.2)

Accomplishments

- During the 2013-2014 school year, student attendance was 91 percent.
- A survey of students, parents, and teachers found that APR obtained a "good" rating in the areas of school assessment of student learning, clear communication of expectations to students and staff, teacher. collaboration
- The average pass rate for courses in Math, English, Social Studies, and Science was 94 percent.
- According to the parent, student, teacher satisfaction survey, 80 percent of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school, and finally 97 percent of parents are satisfied with the education that their child has received.

Challenges

- Improvement by English Language Learners on the State English tests compared to other students who scored at the same level last year received a "good" rating.
- Improvement by English Language Learners and Student with Special Needs on the State math test compared to other students who scored at the same level last year received a "good" rating.
- Movement of students with special needs to less restrictive environments received an "excellent"

rating

The areas in which the Academy of Public Relations made the most growth was in making adequate yearly progress with our students with disabilities as evidenced the Middle Schools Quality Snapshot. The foci for this school year is:

- By June 2015 we will grow our attendance from 91% to 92%.
- By April 2015 we will make progress with our students in the lowest 1/3.
- By April 2015 the amount of students in the +75th growth percentile will increase from 13.9% to 23.9% in ELA and from 10.6% to 20.6% in Mathematics.
- By April 2015 the percentage of students who met state standards in ELA (5%) and Mathematics (5%) will increase by 12%, from 5% to 17%.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After an assessment of performance trends based on the 2013-14 state assessments and the 2012-13 quality review, we have determined the following trends:

- Develop curricula and academic tasks that emphasize rigorous habits of thinking across all contents to consistently engage English Language Learners so that they can demonstrate their thinking.

Trends:
During 2013-2014, 5% of students, according to the performance exam for both ELA and Math, demonstrated being on grade level. The previous years have demonstrated a slight dip, however, we are at a 50+% growth in regards to progress, especially with students with disabilities. In regards to closing the academic achievement gap the sub population of ELLs improved in ELL English and Math Common Core state assessments, demonstrating that they showed the most growth overall school-wide.

Action Plan: Execute programs such as Academic Intervention Services (AIS) which is designed to identify students in the lowest ⅓ who are struggling in math and English and have showed low growth percentiles

- Ensure that the scaffolds and questioning techniques in place provide multiple entry points for English Language Learners to engage in work and discussions that are appropriately challenging.

School strengths in the capacity framework:
We have Common Core Aligned Curriculum we use Code-X in Humanities and CMP3 in Mathematics. Additionally, the curriculums that we use are inclusive as they address the needs of our ELLs and student with disabilities. Based on a review of our Quality Review, our 2012-13 ELA and Mathematics data and our middle school quality snapshot we need to customize our instruction to better engage our students at all ability levels. Further, we will modify the curriculum to include highly intellectual activities that develop critical thinking and creativity.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2015 the percentage of students who met state standards in ELA (5%) and mathematics (5%) will increase by 12%, from 5% to 17%.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			

2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Academic Intervention Services will be used to provide students with small group instruction on the most commonly tested standards.	Lowest 1/3	September 2014 – June 2015	Ms. Vega
Looking at Student Work Protocol will be used to create data driven conference groups in classrooms.	Identified students based on Common Formative Assessments	September 2014 – June 2015	Teacher teams and Individual teachers
Middle School Quality Initiative will build content level vocabulary for our ELL's and SWD's.	All students	September 2014 – June 2015	Individual Teachers
Use Skedula to involve parents in homework assignments, progress, behavior tracking, and emailing. Further, build trust amongst all stakeholders by having ongoing communication from administration to teachers to parents to students.	All Stakeholders	September 2014 – June 2015	All Stakeholders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The resources we will need to implement the action plan are: • Content teachers to teach the small group instruction • Scheduled time for teams to meet • Resources to teach the small group (books, copies, curriculum) • Skedula • Scheduled time for teachers to teach AIS and Word Generation – the MSQI curriculum

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy		**Title I Basic**		**Title IIA**	X	**Title III**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Achieve Now Academy grant will target our overage population while the Middle School Quality Initiative grant will assist our ELLs in building key academic vocabulary skills across content.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 2. Specify a timeframe for mid-point progress monitoring activities.
We will monitor the progress of this goal by looking closely at: • Common Formative Assessments across the content • Measure of Student Learning Science scores

- ELA Spring and Fall Benchmarks
- Math Spring and Fall Benchmarks

The specific benchmark dates for this goal will be:

- November, 2014
- February, 2015
- May, 2015

Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After a review of the 2013 – 2014 school survey report, Quality Snapshot, and Quality Review we determined our:

Strength Assessment

- 90% of students feel they need to work hard to get good grades
- 90% of students feel that teachers help them approach challenges by suggesting new strategies
- 100% of students feel like students with disabilities are included in the school activities

Needs Assessment

- Not all learners have full access to rigorous tasks that are connectively engaging, there-by hampering opportunities to develop higher-order skills.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Starting in September, 2014 and continuing to June, 2015 the Academy of Public Relations will ensure that the scaffolds and questioning techniques will provide multiple entry points for ELLs to engage in work and discussions that are appropriately challenging. This will be measured by lesson plan reviews, grade team student work protocols, and inter-visitation with this lens.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Professional development on: multiple entry points, DOK questioning, differentiation activities, discussion techniques.	All teachers	September, 2014 – June, 2015	Instructional Coaches, Administration, Professional Development Providers
Revised pacing for English Language Learners	All teachers	September 2014 –	Instructional Coaches

		June 2015	
Use Skedula to involve parents in homework assignments, progress, behavior tracking, and emailing. Further, build trust amongst all stakeholders by having ongoing communication from administration to teachers to parents to students.	All Stakeholders	September 2014 – June 2015	All Stakeholders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The resources we will need to implement this action plan are: • Teachers • Time for professional development • Scheduled time for team meetings amongst teachers • Skedula access • Parent emails • Curriculum across contents • Time to revise the said curriculum

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	**Title I Basic**		**Title IIA**	X	**Title III**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Achieve Now Academy grant will target our overage population while the Middle School Quality Initiative grant will assist our ELLs in building key academic vocabulary skills across content.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 8. Specify a timeframe for mid-point progress monitoring activities.
The specific benchmark dates for this goal will be: • November, 2014 • February, 2015 At this check point teacher teams will review the goal and review whether we have met the goal to this point. Teachers will engage in a triangulation protocol looking at three pieces of data to affirm or deny whether we met the indicated goal. Teachers will engage in and create next steps to that end. • May, 2015

Part 6b. Complete in **February 2015.**				
9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After a review of the Quality Review and the Environment survey we determined:

Strengths:

- Our PLC (Professional Learning Community) environments enable teachers to work collaboratively within grade level departments and content area departments
- Teachers in ICT classrooms have scheduled planning time that is used to effectively plan for and engage all students at all levels
- 81% of teachers agree that administration provide time for collaboration amongst teachers

Needs:

- Professional development calendar to ensure common professional development opportunities that are research and data based

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By October 2014, the Academy of Public Relations will collaboratively create and implement a professional development calendar in grade and content teams that is research and data based.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Collaborative meeting where teachers look across the schools data and at PLC research from Mike Schmoker and Mike DuFour to determine a professional development calendar until February	Teachers	September 2014 - October, 2014	Teachers, Administration, Instructional Coaches
Professional development that focuses on our students with disabilities and ELL students	Teachers	September 2014 - October,	Teachers, Administration, Instructional

		2014	Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
To complete this goal we will need: • Scheduled time for teacher teams to meet • Professional development on PLC work • Books for teacher books clubs

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	**Title I Basic**		**Title IIA**	X	**Title III**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Achieve Now Academy grant will target our overage population while the Middle School Quality Initiative grant will assist our ELL's in building key academic vocabulary skills across content.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 16. Specify a timeframe for mid-point progress monitoring activities.				
The specific benchmark dates for this goal will be: • November, 2014 • February, 2015 At this check point teacher teams will review and revise the calendars based on the data collected in the first three months of school. • May, 2015				
Part 6b. Complete in **February 2015.**				
17. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
After a review of Quality Review and Environment Survey we determined: **Strength Assessment** • The school culture is a safe and cohesive environment where staff, students and families feel respected and supported. • Teachers engage in structured and impromptu professional collaborations that build capacity as they facilitate meetings and lend a voice in key decisions that impact on student learning. **Need Assessment** • Only 36% of teachers felt that they were receiving professional development that is more tailored to my development needs

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2014 teachers will be provided with targeted professional development based on classroom observations, the Citywide Instructional Expectations, Common Core Learning Standards, and the Danielson Framework.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Individual meetings with teachers to discuss their areas of strength and areas of most need.	Teachers	September 2014 – June 2015	Administration, Instructional Coaches
School wide professional development, using the aforementioned PD calendar, which focuses on ICT, overage students, and ELL's.	Teachers	September 2014 – June 2015	Administration and Coaches
Parent development sessions on the Citywide Instructional Expectations and Common Core Standards to inform parents	Parents	September 2014 –	Principal

understanding of what their child's teacher is learning and what questions they may want to ask during parent teacher conferences.		June 2015	
Gather input from parents, students, and teachers about what instructional practices are going well and others that need strengthening and professional development.	All stakeholders	September 2014 – June 2015	Administration, Instructional Coaches

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The resources needed to implement this action plan are: • Principal luncheons • Team meeting time • Protocols • One on one meetings between administration and teachers • Instructional Cabinet meetings

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	**Title I Basic**		**Title IIA**	X	**Title III**	X	**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									
The Middle School Quality Initiative grant will assist our struggling readers in all sub-groups build key academic vocabulary skills across content.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 24. Specify a timeframe for mid-point progress monitoring activities.				
The specific benchmark dates for this goal will be: • November, 2014 • February, 2015 At this check point the instructional cabinet will review the individual PD goals for each teacher and take an assessment of whether the PD goal was met and next steps in the development of that individual teacher. • May, 2015				
Part 6b. Complete in **February 2015.**				
25. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
26. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After a review of the environment survey, parent involvement policy, and notes from parent town hall meeting we determined:

Strength Assessment:

- 98% of parents believe that the school is responsive to their feedback
- 95% of parents feel they are welcomed in the school community

Needs Assessment

- 77% of parents have been invited into the building for a workshop, program, performance, etc.
- Establish a system for parents to receive quick feedback on their child's progress
- Establish a system for parents to contact their child's teacher easily

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2014 the Academy of Public Relations will enhance the partnership amongst the schools key stake holders (administrators, parents, teachers, and students) by implementing parent meetings throughout the year around data, assessments, grading, and other school policies; additionally , CBO partnerships will be used to welcome parents into the building for performances and information sessions.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 29. Strategies to increase parent involvement and engagement 30. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Additional principal luncheons for parents	Parents	September 2014 – June 2015	Principal

Additional translation services for parents to engage in meetings and interact with teachers	Parents	September 2014 – June 2015	Parent Coordinator, PTA, Community Associate
Invite parents to performances by CBO's and holiday celebrations	Parents	September 2014 – June 2015	Parent Coordinator, PTA, Community Associate
Use Skedula to involve parents in homework assignments, progress, behavior tracking, and emailing. Further, build trust amongst all stakeholders by having ongoing communication from administration to teachers to parents to students.	All Stakeholders	September 2014 – June 2015	All stakeholders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
The resources needed to implement this action plan are: • Principal luncheons • Team meeting time • CBO research and acquisition • Student Leadership Team

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
	Tax Levy	X	**Title I Basic**		**Title IIA**	X	**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 32. Specify a timeframe for mid-point progress monitoring activities.
The specific benchmark dates for this goal will be: • November, 2014 • February, 2015 At this check point administration will review the goal and implementation by the indicated stakeholders and determine additional next steps. May, 2015

Part 6b. Complete in **February 2015.**				
33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Lowest 1/3	AIS / Strategy Boot-camp Saturday	Small Group Instruction	AIS during school Saturday Strategy Boot-camp
Mathematics	Lowest 1/3	AIS / Strategy Boot-camp Saturday	Small Group Instruction	AIS during school Saturday Strategy Boot-camp
Science	MOSL Previous Scores	Science	Small Group Instruction	Afterschool
Social Studies	N/A	N/A	N/A	N/A
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Provided by guidance counselor	Self- awareness through interactive activities, peer mediation services, transition counseling (grade to grade and school to school), overage student counseling and transition to high school	Small group counseling and independent	During the school day and after-school during the Achieve Now Academy

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
The Academy of Public Relations works to ensure that all teachers are highly qualified. In order to do this we focus on recruitment, retention, and support through professional development. Below are some of the strategies we use as a way to ensure all teachers are highly qualified: **Recruitment** • Candidates are interviewed by a panel, which includes administration and teachers. • We recruit from some of the most competitive programs in NYC including: Teaching Fellows, Teach for America, Spring Apprentice Program, Columbia University, New York University, and job fairs. • Candidates are asked to do a model lesson before they are hired in order to demonstrate content knowledge in the subject to be taught. • Teachers sit on teacher teams where they are helped to work effectively and efficiently to build on their current skills. • Teachers are made leaders in the building in charge of: teacher teams, department teams, curriculum, after school programs, SLT, etc. • Teachers are given opportunity to attend professional development conferences, receive course credit, and provided incentives for exemplar work. **Retention** • Teachers sit on teacher teams where they are helped to work effectively and efficiently to build on their current skills. • Teachers are made leaders in the building in charge of: teacher teams, department teams, curriculum, after school programs, SLT, etc. • Teachers are given opportunity to attend professional development conferences, receive course credit, and provided incentives for exemplar work. **Professional Development Supports for Teachers** • Teachers are sent to professional development opportunities within the network. • Teachers participate in webinars during the course of the year. • Teachers are given opportunity to find professional development opportunities of course work that they feel they need based on their personal goals. • Two – three times per year teachers are invited to participate in whole school retreats.

2b. 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).
The strategies and activities for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards are: • Teachers attend summer professional development around the Common Core Standards, Citywide Instructional Expectations, and the implications for classroom practice with these documents. Furthermore, units are aligned to Common Core Standards through network professional development and end-of-year development sessions with the instructional coach. • Principals attend professional developments around curriculum and instruction with Education Leadership Institute, Council of School Supervisors and Administrators, learning pods with the network, and other DOE development opportunities.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
Not applicable

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high–quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
Not applicable

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Not applicable

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers participate in the use and selection of appropriate multiple assessment measure through common planning to address the assessment needs of the school. After time to think about what assessments are needed and mandatory, teacher has an opportunity to plan for this and add them to the yearlong calendar. Assessment results are used during PLCs where teachers look at assessments together, norm rubrics, use data to inform lesson planning, and look at students work to determine next steps. Teachers do not work in isolation; instead, all assessments at APR are used as an opportunity to look at student's growth. It is a cycle of: assess, grade, use data to

inform lessons, and reassess to see change.

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 codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$319,556.99	X	13,15, 17, 19
Title I School Improvement 1003(a)	Federal	$0		
Title I Priority and Focus School Improvement Funds	Federal	$0		
Title II, Part A	Federal	$0		
Title III, Part A	Federal	$12,706.91	X	10,13,15, 17
Title III, Immigrant	Federal	$0		
Tax Levy (FSF)	Local	$2,413,369.00	X	10,13,15, 19

[1]Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their

children's progress;

- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- assisting parents with their child's academic, social and emotional needs;

School-Parent Compact (SPC) Template

The Academy of Public Realtions, 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 observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

more about teaching and learning strategies whenever possible;

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements by using conflict resolution methods;
- always applying my utmost effort to learn.

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

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

Part I: School ELL Profile

A. School Information ⓘ

District 7	Borough Bronx	School Number 298
School Name Academy of Public Relations		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Amy Andino Flohr	Assistant Principal Barry Marks
Coach Courtnei Davis-McHoney	Coach type here
ESL Teacher Karen Werner	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Josie Santisteban
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.	2	Number of certified bilingual teachers not currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	6	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 not 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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	366	Total number of ELLs	101	ELLs as share of total student population (%)	27.60%

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☒	No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐	No☐	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%)							2	2	2					6
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained							1	1						2
Push-In							2	2	2					6
Total	0	0	0	0	0	0	5	5	4	0	0	0	0	14

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	68	3	4	25		2	8		2	101
Dual Language										0
ESL										0

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	68	3	4	25	0	2	8	0	2	101
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish ____							30	26	41					97
French ____							1		1					2
SELECT ONE Other							1	1						2
TOTAL	0	0	0	0	0	0	32	27	42	0	0	0	0	101

*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	ELL	EP	ELL	EP	ELL	EP	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	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							18	20						38
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	18	20	0	0	0	0	0	38

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							10	13	20					43
Intermediate(I)							6	2	15					23
Advanced (A)							16	11	8					35
Total	0	0	0	0	0	0	32	26	43	0	0	0	0	101

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

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

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

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

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

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

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

   At the Academy of Public Relations, we use the Fountas and Pinnell system to assess the early literacy skills of our ELLs. Running records are conducted once every quarter to find out the scholars' reading levels. Thus far, the data has shown that the reading levels of our ELLs range from A to T and all of them read below grade level. This information informs the instructional plan of the Humanities and

ESL teachers as they teach to the scholars' zone of proximal development (Vygotsky, 1978), as well as build classroom libraries with materials that are appropriate to the scholars' levels. Also, classroom texts vary in difficulty and language based on student ability, which is determined by reading level and NYSESLAT and/or LAB-R proficiency. ESL lessons in conversational English, reading comprehension, writing and grammar are differentiated based on student ability as well.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   Throughout the grades, the majority of our ELLS are Beginners based on NYSESLAT and LAB-R data (43 students, almost half (20) of which are in the 8th grade) Our second largest proficiency level group is Advanced, with 35 students, almost half (16) of which are in the 6th grade. The Intermediate level group is the smallest, at 23 total, most (15) of whom are in the 8th grade. According to the data, most of our ELLs struggle with the Listening, Reading, and Writing modalities as evidenced in fewer ELLs attaining an Advance or Proficient score in these modalities.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   ESL instruction at the Academy of Public Relations is heavily based on these findings. The NYSESLAT data Demonstrates that ELLs need reinforcement in listening, reading, and writing. As such, the ESL and Humanities teachers focus on building vocabulary and reading comprehension. ELLs will be required to complete weekly vocabulary quizzes and monthly literature units. The ESL and Humanities teachers also present a manifold of lessons and activities that improve English listening and writing skills. Students will be instructed in English grammar, mechanics, and conventions, and they will be required to complete many writing assignments, which will be compiled in a Humanities portfolio.
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   Paste response to questions here:
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?
   Bilingual TBE content classes are scaffolded in such a way that students transition from primarily native language instruction (lesson planning, discussion, texts, and tasks) early in the school year to primarily second language instruction by the end of the year.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to *ELL Policy Brief* and EPIC.)

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

FAMILY ORIENTATION MEETING

A. PROCESS

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

B. OUTREACH

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

C. TIMELINE

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

A. PROCESS

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

B. CRITERIA

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

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

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

**Only for students in bilingual programs.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

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

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

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

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

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

>>>PROGRAM MODELS<<<

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
   a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

As a Transitional Bilingual Education program, assessments and evaluations are initially completed in the native language (based on student levels of proficiency) and transition to the target language as scaffolding is released throughout the school year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   Students' literacy, and speaking and listening skills are evaluated in every content area class using reading and writing baselines and performance tasks, as well as daily formal and assesments including exit tickets, observations, and conferences.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

English-taught enrichment classes

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

>>>NEWCOMERS<<<

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

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

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

>>>LONG-TERM ELLS<<<

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

that prepares them for the NYSESLAT. This targeted instruction ensures that the ELLs quickly achieve the state-designated grade-level of English-language proficiency.

>>>SIFES<<<

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

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

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

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

   Paste response to question here:

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

    Paste response to question here:

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

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

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

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

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

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

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

    APR ELLs and native English speakers have equal access to all extracurricular activities, programs, and clubs and are encouraged to take every opportunity to interact with all members of the school community. Curricular services include AIS, ESL, and TI. Afterschool programs include Band, Latin Dance, Video-Journalism, Spoken Word clubs, as well as Athletic teams- flag football, baseball, softball, basketball. Academic afterschool programs include Achieve Now, ESL, and Targeted groups.

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

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

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

    Native language arts development accelerates the literacy gains in both the native language and English, validates the prior knowledge students bring, and bolsters self-esteem. Native language support includes bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, and the buddy system, as well as scaffolded texts and tasks based on the students' native language literacy skills and target language level of proficiency. These resources are available in most classrooms to accelerate learning. Additionally all teacher who work with students in the TBE program are bilingual in English and Spanish. These teachers include the gym teacher, health teacher, math teacher, and five paraprofessionals.

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

We use materials and services that are appropriate to our students' grade and age. For example, bilingual, native language, and high interest-low reading level books are obtained for classroom libraries based on student interests, reading levels, and ages. Also, students who require support in reading comprehension and phonics are provided with support with the Access Newcomers curriculum and class sets of English-Spanish dictionaries. Students who need additional writing support are provided with graphic organizers and sentence starters that scaffold the writing process and various writing products, including the five-paragraph essay.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

    Paste response to question here:

18. What language electives are offered to ELLs?

    No language electives are offered to our scholars.

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

    Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

I. PARENTAL INVOLVEMENT ACTIVITES

>>>FALL<<<

Principals Brunch
PTA meetings
SLT meetings
Thanksgiving Feast

>>>WINTER<<<

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

>>>SPRING<<<

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

>>>SUMMER<<<

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

II. SCHOOL PARTNERSHIPS

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

III and IV. PARENTS' NEEDS

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 01 **Network:** CFN101

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Academy of Public Relations	DBN: 07X298
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5

Part B: Direct Instruction Supplemental Program Information
☒6 ☒7 ☒8 ☐9 ☒10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Data trends observed from NYSESLAT scores 2011-2014 (4 year period) in the ELL population exhibit stagnant progress in moving language proficiency levels. While there are outliers in the data trend, the majority of students show a need for remedial services in language skills relating to speaking, listening, reading and writing. With this program offering comes the opportunity to grow academically, particularly with respect to the development of the student's global consciousness and English language acquisition in all four modalities (speaking, listening, reading and writing). This program will not only prepare students for state exams (ELA, Math, and NYSESLAT), but it also strives to cultivate well rounded students. The afterschool ELL program will focus on developing English language proficiency as well as support essential Literacy and Math skills. It will run for four months, starting on December 2nd, 2014 and ending on April 2nd, 2015. Sessions will be held every Tuesday and Thursday from 3:30pm to 5:30. There will be 31 sessions in total. Math/ Literacy Instructional Program Three teachers (two certified in ESL, one certified in Bilingual Math) will each instruct a group of fifteen ELLs (45 students total) from grades six through eight who scored Beginner, Intermediate and Advanced on the 2014 NYSESLAT, as well as recent immigrants who have yet to test. Math- Instruction will be conducted in both languages (50% English, 50% Spanish). The group will include 15 students from all grade levels (6th, 7th, and 8th), with at least half of the group being New Arrivals who have either never tested, or who have received a score of 1.50 or lower on their last State Math exam. This group will also include several SIFE students. The Math teacher will focus on the basic Math skills to serve as a foundation to the skills required for achieving mastery on the state assessments. The students will also build knowledge of academic vocabulary pertaining to Mathematics, and literacy skills to prepare them for the New York State Math Test. Literacy (Group A)- Instruction will be conducted in English with Native Language support as necessary. The group will include 15 students from all grade levels (6th, 7th, and 8th), mostly Long Term and

Part B: Direct Instruction Supplemental Program Information

Median ELLs who have tested Advanced/Proficient in two or more NYSESLAT modalities, as well as three high performing 8th grade ELL SIFE students.

The ESL teacher will focus on active participation in all four modalities of language (speaking, listening, reading and writing), with a focus on literacy, reading strategies, text-based writing activities (with explicit instruction in English grammar). Students will have many opportunities to increase their proficiency and performance through academic discourse and complex writing tasks that connect reading and writing to real world experiences.

Literacy (Group B)- Instruction will be conducted in both languages (50% English, 50% Spanish). The group will include 15 students from all grade levels (6th, 7th, and 8th), with at least half of the group being New Arrivals who have either never tested, or who have tested Beginner/Intermediate in all four NYSESLAT modalities. This group will also include several SIFE students.

The ESL teacher will focus on active participation in all four modalities of language (speaking, listening, reading and writing), with a focus on vocabulary acquisition, literacy, reading strategies, and text-based writing activities (with explicit instruction in English grammar). Students will have many opportunities to practice their growing skills in authentic conversational situations and writing tasks that connect reading and writing to real world experiences

A supervisor will be present and paid by the afterschool program, as it is the only school program being given during the days and times indicated. The supervisor's responsibilities include:

- Overseeing the program.

- Ensuring that instructional supplies and materials are available.

- Providing coverage for teacher absences.

-Assisting with discipline issues.

- Handling emerrgency situations that may arise.

- Following up regarding student attendance.

The Instructional materials used by the ESL teachers of the afterschool ELL program will utilize EngageNY as their main curriculum, in conjunction with the program's Scaffolding Instruction for English Language Learners. Additional resources that will be implemented to supplement the curriculum include:

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

Part C: Professional Development

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Our Title III study group will meet weekly on Wednesdays from 1:00 to 1:50 starting on December 3rd and ending on April 1st, 2015. Each month the three Title III teachers will read one of the following books and discuss ways to integrate new strategies into lessons and increase student achievement. There are three participating Title III teachers, two with certifications in ESL, one with Bilingual Math certification. December 3rd to 17th- Making Content Comprehensible for Elementary English Learners: The SIOP Model by Mary Ellen Vogt and Jana Echevarria January 7th to 28th- 99 Ideas and Activities for teaching ELLs with the SIOP model by Mary Ellen Vogt and Jana Echevarria February 4th to 25th- Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices by Nancy Cloud, Fred Genesee, and Else Hamayan. March 4th to April 1st- Preventing Long-Term ELs: Transforming Schools to Meet Core Standards by Margarita E. Calderon and Liliana Minaya-Rowe

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Our goals include increasing parental involvement among the parents of ELLs and equipping them with effective strategies to help their children meet rigorous academic learning standards. We plan to achieve these goals via the following: • Translation of all communication to parents of our ELLs into their native language • Have translators available during Title III parent workshops Parents of ELLs are also provided with opportunities to attend development sessions, which are facilitated by the ESL Coordinator. These workshops will focus on supporting the ELLs participating in the afterschool ELL program by extending literacy skill development to their homes. Regarding workshop

Part D: Parental Engagement Activities
providers, each Title III teacher will facilitate one workshop. Title III teachers are certified in ESL (2) and Bilingual Math (1). Dec 15, 4:30-6:00pm- Enhancing Parent Engagement: What Parents of ELLs can do at Home do to Help Children Learn Jan 28, 4:30-6:00pm- Ideas and resources for parents of ESL/ELL students to promote student achievement March 25, 4:30-6:00pm- Supporting ELLs on their way to high school and college.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum development contracts.	_____	_____
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____