

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

18K589

School Name:

ARTS & MEDIA PREPARATORY ACADEMY

Principal:

DEBORAH GLAUNER

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Arts & Media Preparatory Academy School Number (DBN): 18K589
Grades Served: 9-12
School Address: 905 Winthrop Street, Brooklyn, NY 11203
Phone Number: 718-773-3908 Fax: 718-773-7274
School Contact Person: Deborah Glauner Email Address: dglauner@schools.nyc.gov
Principal: Deborah Glauner
UFT Chapter Leader: Latoya Lebbby
Parents' Association President: Sharon Shorter
SLT Chairperson: Latoya Lebbby
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Michele Arieta
Student Representative(s): Jared Moe
Lexann Johnson

District Information

District: 18 Superintendent: Michael Prayor
Superintendent's Office Address: 1600 Rockaway Parkway, Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718 290-8675 Fax: (718)-290-8690

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: CherylWatson@schools.nyc.gov
Phone Number: [\(718\) 759-4862](tel:7187594862) Fax: NA

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Deborah Glauner	*Principal or Designee	
Latoya Lebbby	*UFT Chapter Leader or Designee	
Sharon Shorter	*PA/PTA President or Designated Co-President	
Danny Reyes	DC 37 Representative (staff), if applicable	
Virginia Polidore	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Lexann Johnson	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Phyllicia Henry	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Julie Dumoulin	Member/ UFT	
Kayann Dell	Member/ CSA	
Michelle Simon	Member/ Parent	
Christine Butler	Member/ UFT	
Herlyne Sanon	Member/ Parent	
Delroy Dennis	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kerrie McFarlane	Member/ Parent	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Our Mission at Arts & Media Preparatory Academy (AMP):

Practice in creativity and problem solving is essential for those aspiring for meaningful work in a world that is rapidly changing. Our students, especially those previously under-served, will face new challenges — personal, societal, and economic — demanding new ideas and tools to resolve them. In today's world of meaningful work, it is customary for teams of people to tackle issues together creatively, develop ideas, conduct research, and organize information in order to produce new products, services, or solutions. This is the model we have in mind for Arts & Media Prep because we understand that education is an effective means toward a healthy mind, a satisfying life and belief in the possibilities for positive contributions to our world.

AMP is a high school with 239 students from grade 9 through grade 12. The school population comprises 84% Black, 13% Hispanic, 2% White, and 1% Asian students. The student body includes 6% English language learners and 16% special education students. Boys account for 48% of the students enrolled and girls account for 52%.

AMP has made great strides in creating a supportive environment for our students where they feel safe and can learn. Our focus is on the whole student and ensuring that they have the skills and tools needed to face the demands of college and career — academic, social and emotional. As we move forward we will continue to strive to provide rigorous instruction that will make our students competitive in any arena they choose. In addition, we will continue our work to build relationships with families and the larger community we live and work in.

Our focus for the coming school is to build our students' literacy skills by increasing the rigor and complexity of the texts they are being asked to read and the tasks they are being asked to complete. The instructional focus for 2015-2016 at AMP is to have all students engaged in "writing to learn" in the form of high-quality "low stakes" writing tasks across content areas, exemplified by subject specific writing tasks that incorporate the development of ideas and analysis to help students to articulate ideas and reasoning in order to revise their thinking and deepen their understanding.

Strategic Collaborations/Partnerships

Advancement Via Individual Determination (AVID) — 2015 -2016 marks the beginning of our partnership with AVID. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. By working with AVID our students will gain access to tools and the necessary skills it will take to be prepared to face the challenges that lie ahead.

Exploring the Arts (ETA) — Also joining the AMP community for 2015-2016 is the organization Exploring the Arts. AMP is the recipient of a four-year grant that will focus on embedding arts education into all of our core content areas while supporting the growth of our current arts program. Throughout the next four years, our teachers and students will work on exploring the diverse forms of art that can be found throughout all of our curricula.

Morningside Heights Restorative Justice — Continuing the work started during the 2014-2015 school year by two teachers we will be embedding restorative circles within our community throughout advisory classes. In our efforts to support academic growth we must also look at the social-emotional needs of our students. Through this program we can ensure that students experience success and build positive relationships that they can build upon throughout their lives.

Interborough Counseling Center – In order to further support our students socially and emotionally we will continue our partnership with Interborough Counseling. By providing them with office space we have ensured that our students in need can receive confidential support throughout the school day.

Youth and Philanthropic Initiative (YPI) - 2015-2016 celebrates our 4th year collaborating with YPI, an inclusive, multi-award-winning secondary school program that strengthens the social sector by engaging youth in social issues, local charities, and grant-making.

Professional Learning Communities (PLCs) - We will implement structures that will support the development of PLCs. PLCs are extended learning opportunities that foster collaborative learning among colleagues. All staff will participate in researching and testing various modes of pedagogy and practice in order to develop and implement school-wide best practices.

18K589 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	283	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	6	# Integrated Collaborative Teaching	15
Types and Number of Special Classes (2014-15)					
# Visual Arts	12	# Music	N/A	# Drama	1
# Foreign Language	11	# Dance	1	# CTE	N/A
School Composition (2013-14)					
% Title I Population	68.9%	% Attendance Rate			82.2%
% Free Lunch	71.8%	% Reduced Lunch			1.0%
% Limited English Proficient	5.0%	% Students with Disabilities			19.5%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			84.9%
% Hispanic or Latino	11.7%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	1.0%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	0.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			22.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.47
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	47.7%	Mathematics Performance at levels 3 & 4			32.2%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	71.4%	% of 2nd year students who earned 10+ credits			72.9%
% of 3rd year students who earned 10+ credits	64.3%	4 Year Graduation Rate			54.5%
6 Year Graduation Rate	83.1%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

As reflected in our Quality Review feedback for 2015 there needs to be more consistency across the classrooms in terms of pedagogical strategies, rigorous tasks and student ownership of the tasks. While we have seen growth in this area we still have work to be done. Our English Language Arts (ELA) Regents pass rate for first time test takers in January 2014 was 74% but our college and career ready scores were 13%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, AMP's Professional Learning Community (PLC) that focuses on rigorous instruction will collaboratively identify strategies for rigorous instruction and aid their colleagues in implementing and monitoring the effectiveness of those strategies, revising when necessary. We will measure the effectiveness of this through classroom data and as Regents scores show alignment to college and career readiness, AMP will see a 5% growth in the number of students scoring an 80, or at a college and career ready level on the Common Core ELA Regents, from 13% to 18% .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Mock Regents and the January Regents</p>	<p>All first time ELA Regents test takers and students re-taking the exam for a higher score.</p>	<p>9/15 – 6/16</p>	<p>Teachers, Testing Coordinator</p>
<p>Implementation and explicit teaching of Cornell Notes and a schoolwide annotation guide</p>	<p>Schoolwide</p>	<p>9/15 – 6/16</p>	<p>AVID Coordinator, Avid elective teacher, administration</p>
<p>Two workshops for families to familiarize them with the Regents, study skills and curriculum</p>	<p>Families and students</p>	<p>December 2015 and April 2016</p>	<p>Administration, Parent coordinator, teachers</p>
<p>Professional Development will have cycles – rigorous instruction, evaluating task and text complexity and curriculum review will be ongoing areas of focus.</p>	<p>Teachers, Instructional Rigor PLC and staff</p>	<p>Cycles; 9/15 – 6/16</p>	<p>PD Committee, Instructional Rigor PLC, Administration, Teachers</p>
<p>Progress reports will be generated and analyzed every marking period (six times per year) in order to determine student progress and student needs.</p>	<p>Content area teachers, advisors, and administration</p>	<p>Every marking period (approximately every six weeks) for a total of six times</p>	<p>Administration</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The Parent Coordinator will work with administration to present workshops. Teachers will receive per session to plan and execute PD, AVID coordinator and elective teacher will be paid per session to plan for teacher PD around college skills, testing coordinator will work with teachers during team meetings to coordinate mock regents.

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

We will be conducting mock Regents on a quarterly basis (November and March) to monitor our progress to this goal and use the January 2016 Regents as the mid-point bench mark to ensure classroom instruction is rigorous. The mock Regents will be held in November and March. The data collected from those exams will be used to identify areas of need and subsequent testing will enable us to monitor the effectiveness of that instruction.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Some students at AMP have social emotional issues that interfere with their academic performance and can be disruptive to the educational process. In 2014-2015 we had 54 level 2 incidents and 27 level 3. In 2014 we devoted office space to Interborough Counseling to provide more students with counseling services. In 2015 we will be implementing restorative circles in advisory in order to provide even more support.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By the end of June 2016, through the implementation of Restorative Circles in advisory, revised advisory curriculum with an emphasis on student social-emotional needs, the creation and ongoing efforts of the attendance team, and a schoolwide Instructional Focus on Literacy there will be a 10% decrease in the levels 2 and 3 incidents as indicated by the Online Occurrence Reporting System (OORS) and a 5% increase in the yearly attendance from 82% to 87% as measured by the period three daily attendance.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Restorative Circles as a part of the advisory</p>	<p>All students</p>	<p>9/2015 – 6/2016</p>	<p>AP Gilroy, L. Lebbly UFT Chapter Chair, M. Capizzo, math</p>

Advisory curriculum will be revised with a focus on supporting social emotional growth and connections to the community. This will include programs like the Youth Philanthropic Initiative which integrates community service with academic skill building as well as ongoing cycles of trips to support academic growth along with exposure to college and career opportunities.	All students	9/2015 – 6/2016	All advisors (teachers, AP Gilroy and AP Dell)
For the school year 2015-2016 an attendance team has been established in order to monitor student attendance daily, communicate with families regarding absenteeism and lateness and ensure that all stakeholders are aware and involved in student attendance.	Students and families	9/2015 – 6/2016	All Staff; guidance office, parent coordinator, the dean, the district attendance teacher and AP of Safety, T. Gilroy.
Student Council	All students	9/2015 – 6/2016	AP Gilroy and members of the student council
The AVID elective will provide a cohort of students with college and career readiness skills designed to aid and support students in the pursuit of higher education. In addition, tools to support the student in the cohort will be shared schoolwide and used in all content areas.	Avid Cohort, all students	9/2015 – 6/2016	AVID elective teacher, AVID coordinator, PD Committee, and administration.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Students will be programmed for advisory five times a week, per session funds will be made available as needed to support seniors in the Adopt a Senior program, PD time and money will be set aside for per session to help with training staff and supporting implementation of restorative circles and revision of advisory curriculum.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
On a quarterly basis we will pull OORS reports to identify the times, locations and nature of most of the events to evaluate resources and/or outreach needed. In February we will conduct a full analysis of OORS data in order to use that as a mid-point benchmark. In addition, we will be monitoring attendance with outreach to families daily as well as holding weekly meetings with the attendance team in order to ensure students and families are supported.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Collaboration, along with vertical and horizontal alignment of curriculum, has been shown to improve student achievement. While our teachers work well together, more formalized structures need to be put into place in order to truly provide targeted support. In addition, supports need to be put in place for teachers to visit each other’s classrooms in order to facilitate sharing of best practices as well as to ensure dialogue between teachers around best practices. Feedback from our 2015 Quality Review indicated that there was a lack of consistency across the classrooms. Our goal is to ensure a cohesive educational experience as students move from subject to subject and between different content areas.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of all teachers will be effective in Domains 2 and 4 of the Danielson Rubric.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>All teachers will participate in a minimum of two intervisitations – at least one interdisciplinary on their grade level and one in their content area.</p>	<p>All teachers</p>	<p>9/2015 – 6/2016</p>	<p>Administration, grade team leaders and content team leaders</p>

All teachers will participate in workshops and professional development geared to professional growth in these domains – internal and offsite.	All teachers	9/2015 – 6/2016	Administration, grade team leaders and content team leaders
Administration will conduct weekly snapshots of classroom practice providing timely and ongoing "glows and grows" regarding teacher practice. Administration will hold weekly meetings to debrief and determine areas of strength and growth with a particular focus on instructional rigor and literacy.	All teachers	9/2015 – 6/2016	Administration
All core content teachers will participate in grade team and content team meetings in order to ensure vertical and horizontal alignment.	All teachers	9/2015 – 6/2016	Administration, grade team leaders and content team leaders
Professional Learning Communities (PLCs) will be developed with focus on the following areas: instructional rigor, writing to learn, arts integration and supporting English Language Learners	All teachers	9/2015 - 6/2016	Administration, PD Committee, Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Our Professional Development time will be used to support the success of the PLCs. We will also put funds into covering teachers so that they may visit each other’s classrooms and use per session to allow for additional time for professional conversations.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will be conducting rounds of evaluative observations and will use the end of the semester as the mid-point to review Advance (the teacher evaluation system) in order to monitor the efficacy of these activities. In addition, the structure of the PLCs will include a cycle of evaluation every four to six weeks in order to determine if goals are met, ongoing or need to be revised.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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 Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers need a great deal of support with planning, curriculum and instruction in order to be rated effective by Danielson. Communication is a key skill in fostering collaboration and with frequent opportunities for professional dialogue teachers will have a clear idea of the expectations and feel supported as they make changes in practice that will benefit our students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of observations will be followed by feedback meetings in order to engage in an ongoing professional dialogue that will lead to student achievement. The meetings will take place within two weeks of the observation.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
Following the model of the Quality Review we will be sure to address an area of celebration and an area of focus along with concrete next steps for every observation, formal and informal	All teachers	9/2015 – 6/2016	Administration
Administrators will meet weekly to debrief and determine trends, needs and strengths utilizing this data to help drive decisions about PD, supports and best practices	All teachers	9/2015 – 6/2016	Administration

Develop strategic partnerships among teachers to facilitate intervisitations and peer support	All teachers	9/2015 – 6/2016	Administration
Teachers demonstrating best practices observed by administration will be asked to share as a part of PD	All teachers	9/2015 – 6/2016	Administration
Administration will conduct weekly snapshots of classroom practice providing timely and ongoing "glows and grows" regarding teacher practice. Administration will hold weekly meetings to debrief and determine areas of strength and growth with a particular focus on instructional rigor and literacy.	All teachers	9/2015 - 6/2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Administration will dedicate time to this and some per session will be dedicated to ensuring that staff can meet with administration in a professional setting.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
There will be ongoing monitoring of this goal with a log to filled in with the dates and times of the snapshots, weekly administrative meetings to debrief on schoolwide trends as well as on the individual strengths and needs of individual teachers and groups of teachers. We will also pull the data from Advance every two months (the end of October, the end of December, the end of February, the end of April and the end of June) to determine areas of need and to determine supports that will need to be put in place.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Historically AMP has had difficulty in engaging families in school related events. We have been working to engage families through a number of avenues but are dedicated to continually improving this. Our current response rate for the parent surveys is 30% (a 3% increase from 2014). We also struggle with parent attendance at our Parents’ Association meetings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to improve student outcomes and school performance we will measure growth in parent engagement as evidenced by an increase of 7% in our response rate for parent surveys.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Every semester we will have open houses and/or expo nights in addition to the mandated parent teacher conferences in order to engage parents in celebrating their children’s work.</p>	<p>Families.</p>	<p>9/2015 – 6/2016</p>	<p>Administration and teachers.</p>

We will formalize parent teacher conferences by giving parents appointments to meet with teachers, ensuring that parents with limited time can be seen promptly and easily.	Families.	9/2015 – 6/2016	Administration and teachers
Teachers, administrators and the parent coordinator will conduct personalized outreach (emails and phones calls) to families in order ensure they are aware of events and feel welcome.	Families.	9/2015 – 6/2016	Administration and teachers
Arts & Media Prep will have a family awards night ceremony designed to celebrate student growth and student accomplishments.	Families and students.	9/2015 – 6/2016	Administration and teachers
For the school year 2015-2016 an attendance team has been established in order to monitor student attendance daily, communicate with families regarding absenteeism and lateness and ensure that all stakeholders are aware and involved in student attendance.	Families and students	9/2015-6/2016	All Staff; guidance office, parent coordinator, the dean, the district attendance teacher and AP of Safety, T. Gilroy.
We have implemented Skedula and Pupilpath, online grading tools, in order to help facilitate open communication between school staff, students and families regarding academic, social-emotional and attendance support.	Families and students	9/2015-6/2016	Administration and teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
We will utilize Parent Involvement funds to provide refreshments and incentives to parents as well as per session money to enable teachers to come to the evening events.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
We will hold the at least one evening event during the survey window. At that time we will ask families to complete the survey and we will use those numbers to help us determine if we are on track to our goal. At that time, we will monitor the survey completion rate to determine if we are on track to meeting the 7% increase in parental responses.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Grade 8 ELA scores ELA Regents scores Teacher collected data Teacher observation	Tutoring ELA Foundations – a targeted class to assist in foundational skill acquisition	Small group Tutoring (embedded in program and afterschool)	During the school day After school
Mathematics	Grade 8 Math scores Common Core Algebra Regents scores Teacher collected data Teacher observation	Tutoring Math Foundations - a targeted class to assist in foundational skill acquisition	Small group Tutoring (embedded in program and afterschool)	During the school day After school
Science	Grade 8 Science scores Living Environment Regents scores Teacher collected data Teacher observation	Tutoring	Small group Tutoring (embedded in program and afterschool)	During the school day After school
Social Studies	Global Studies and U.S. History Regents Scores Teacher collected data Teacher observation	Tutoring	Small group Tutoring (embedded in program and afterschool)	During the school day After school
At-risk services (e.g. provided by the Guidance Counselor,	Evaluations by SBST	Counseling (Interborough)	One-to-one Small group	During the school day

<i>School Psychologist, Social Worker, etc.)</i>	Teacher collected data Teacher observation	Counseling (Guidance)		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.

We work actively to identify highly qualified teachers through our recruitment process (New Teacher Finder, NYCTF) and work to help teachers develop professionally based on where they are in their careers. New teachers are provided with peer mentors and additional support but we also work with more seasoned teachers to help them reach their professional goals onsite and offsite. We utilize the data gathered in Advance regarding teacher strengths and teacher needs in order to provide targeted professional development that supports student growth and achievement.

2b. High Quality and Ongoing Professional Development

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

We provide weekly professional development onsite designed to support the needs of all teachers in supporting student growth and achievement. In addition, administration seeks out additional off site opportunities for teachers to support their individual needs and development through partnerships with other local high schools as well as other professional development workshops. Teachers are encouraged to identify professional development opportunities that they feel will benefit their own growth along with that of their colleagues. We look to teachers to facilitate professional development sessions to build leadership capacity and to empower teachers to support and assist their colleagues.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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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.
We have an assessment committee that works to help select schoolwide assessment and to help ensure fidelity in the implementation of those assessments. In addition, we have team meetings that include time dedicated to aligning assessments in order to have consistency and alignment vertically and horizontally.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	214,887.00	X	4b, 5, 6,
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,777,424.00	X	4b, 5, 6,

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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)

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. **Arts & Media Preparatory Academy** 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. **Arts & Media Preparatory Academy** 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, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

Arts & Media Preparatory Academy, 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to learn more about teaching and learning strategies whenever possible;

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

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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 ENL teacher, and one parent.

Principal Deborah Glauner	Assistant Principal Kayann Dell
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Sharon Anderson	School Counselor Neisha-Ann Johnson
Teacher/Subject Area Julie Rapinat / ELA	Parent type here
Teacher/Subject Area type here	Parent Coordinator Deborah Nevarez
Related-Service Provider Neisha-Ann Johnson	Borough Field Support Center Staff Member Dr. JoAnn Benoit
Superintendent Michael Prayor	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	238	Total number of ELLs	17	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education										0	0	0	0	0
Dual Language										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	2
SIFE	6	Developing ELLs (ELLs receiving service 4-6 years)	4	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	4	4	0	3	2	1	1	0	1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
SELECT ONE										0	0	0	0	0
TOTAL	0													

**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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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										3	1	0	1	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	2	0	2	0
Haitian										4	1	1	0	0
French										0	1	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other Fulani										0	1	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	0									1	0	0	0	0
Emerging (Low Intermediate)										1	2	0	1	0
Transitioning (High Intermediate)										1	1	0	1	0
Expanding (Advanced)										3	2	0	1	0
Commanding (Proficient)										1	1	1	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total										0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										1	1	1	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	2	0	0	0
Integrated Algebra/CC Algebra	9	1	1	0
Geometry/CC Algebra	2	0	1	0
Algebra 2/Trigonometry Math _____	0	0	0	0
Chemistry	1	0	0	0
Earth Science	0	0	0	0
Living Environment	4	0	3	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	4	1	0	0
Geography	0	0	0	0
US History and Government	3	1	1	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test	0	0	0	0				

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
Translated and modified formative assessments of classroom learning are given in the native language to assess the literacy skills of ELLs in the first language. Based on how well they perform, classroom instruction is modified to facilitate their English language and literacy development. Specific ESL strategies are then modeled and provided to classroom teachers by the ESL teacher to utilize in the classroom to strengthen the literacy skills of ELLs. Additionally, NYSITELL, Regents, and NYSELATs scores provide additional information as to the literacy level of students. Results are analyzed and evaluated by the ESL and classroom teachers to determine the instructional practice to enhance learning and literacy development. Furthermore, one-on-one performance based assessments with individual students provide teachers with a detail profile of specific abilities that inform instructional implications and planning. When the school triangulated the data it verified that our ELL students continue to struggle with their writing ability, specifically argumentative writing, organization, and coherence. This solidified our need for the instructional focus for 2015-16 to focus on literacy across the content area, a professional learning community that focuses on writing to learn and implementation of AVID annotation and note-taking strategies across all classrooms.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSELAT) and grades?
Most students of our small population are doing well, especially in earning credits. They struggle with standardized exams in Global and US History. The commonality that the current NYSELAT data shows that the 2014-15 instructional focus on questioning and discussion led to a gradual increase in students speaking composite scores, however, the ELL students continue to struggle with their writing ability.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Most students of our small population are doing well, especially in earning credits. They struggle a bit with standardized exams. Two students have difficulty progressing in reading and writing, and for most students, this is the area they lag behind
- For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

N/A

6. How do you make sure that a student's new language development is considered in instructional decisions?
The school's push-in program allows the ESL teacher and 9th grade ELA classroom teachers to collaborate weekly in modifying lessons, selecting appropriate materials and text for activities, providing alternative assessments, and to determine groupings that will accommodate the specific language proficiency of ELLs in their class. Additionally, ELL professional development are offered once every 4 weeks by the ESL teacher, around literacy strategies, rigor, and art integration in the content area to support the curriculum.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Possible ELL students are initially identified based on the protocol outlined in CR Part 154: Step 1: Administration of the Home Language Questionnaire by ESL teacher and coordinator, Sharon Anderson or other qualified teachers to parents or persons in parental relation to determine if a language other than English is spoken at home. Step 2: An individual interview with the student by qualified personnel in English and the student's home language, and a review of the student's abilities or work samples in reading and

writing in English and the home language and math that are collected or generated during the interview, and for students reentering the New York State public school system, a review of prior experience in home language and/or English instruction, to determine if the student shall be administered the statewide English language proficiency identification assessment and to determine the student's grade level of literacy in their home language and grade level in math. Step 3: Students who have a disability: Follow a process, as specified in CR Subpart 154-3, to determine whether the student shall take the statewide English language proficiency identification assessment and whether the student should be identified as an English Language Learner. Step 4: Administration of a statewide English language proficiency identification assessment. If the student receives a score below a state designated level of proficiency established by the Commissioner on the statewide English language proficiency identification assessment, or in the case of a student with a disability the process defined in Subpart 154-3 of this Part has led to a determination that the student shall be initially identified as an English Language Learner, within five (5) school days of such identification, the school district must provide the student, if the student is 18 years of age or older, or the student's parent or person in parental relation written notice of such identification determination the right to seek review of such identification determination pursuant to section 154-2.3(b). If the student is identified as an English Language Learner, and Step 2 in section 154-2.3(a)(2) indicates that the student has attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and is two or more years below grade level in literacy in their home language and/or math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia), the student shall also be identified as a Student with Inconsistent/Interrupted Formal Education. The identification process shall commence no later than the date of the student's initial enrollment or reentry in a New York State school district, except that the statewide English language proficiency identification assessment may not be administered before July 15 for students in grades 1-12 enrolling for the start of classes in September. Step 5: The parent or other person in parental relation of a student designated as an English Language Learner who is a new entrant, as defined in section 117.2(d) of this Title, shall be provided a high quality orientation session on the state standards, assessments, and school expectations for English Language Learners, as well as the program goals and requirements for Bilingual Education and English as a New Language programs, as prescribed by the commissioner. Such orientation shall occur prior to a student's enrollment in a program provided that a student shall not be withheld from timely program placement if a parent or person in parental relation does not attend an orientation session. Such orientation shall be provided in a language or mode of communication that the parent or person in parental relation best understands.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

In order to determine the literacy and numeracy skills of SIFEs, the school uses diagnostic tests, in the native language and English, for mathematics, reading and writing. These tests are developed through the collaborative efforts of the ESL and mainstream teachers. The mathematics diagnostic reflects a graduated range of competencies, beginning with basic skills such as addition, subtraction, multiplication, and division. The literacy diagnostic has tiered levels of difficulty in reading and offers options for oral and written responses in both the native language and English.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

When a student has an IEP and has a home language that is other than English, the Language Proficiency Team (comprised of the LAP team and AP of Special Education Timothy Gilroy, a content area teacher that is grade specific to the student, and the PA president Shavon Shorter-Chesney) is formed and reviews evidence of the student's English Language development. The LPT can either recommend whether or not the student takes the NYSITELL. If the student takes the NYSITELL to determine ELL status, the ELL identification process continues as normal. If the student is recommended not to take the NYSITELL, the LPT's recommendation is sent to the principal for review. Upon review the principal can either determine if she believes the student should take the NYSITELL or she agrees with the recommendation of the LPT which is then forwarded to the superintendent, Michael Prayor for review. The parent or guardian is notified within 3 days of the decision. The superintendent and/or his designee can override the LPT and principal's recommendation and the student must sit for the NYSITELL and follow all ELL identification process.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once a family enrolls its child into our school, the parent or caregiver is provided a Home Language Survey within 10 days to determine if the student requires language services. The family is then informed of the type of program offered by the school to assist their child and are then given the option to accept or decline service. All correspondence between parents is done in parents' preferred language. To ensure that all program selection forms and entitlement letters are returned to the school, parents are provided with the option of completing the form in-person at the school or given a self-stamped addressed envelope to return to the school acknowledging the services the student will receive. If entitlement letters are not received, a follow-up phone call will be made to request the documentation. If necessary, a second letter will be mailed to the home or sent home with students. Sharon Anderson (ESL Teacher) will file all documents in room 415. ATS reports will be generated to ensure students are accurately listed as eligible to take the NYSESLAT. Generally, after Parent Survey forms are mailed or emailed to parents, the Parent Coordinator contacts parents via telephone to encourage completion and return of these forms.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
To ensure that all parents are informed that they have the right to appeal ELL status within 45 days of enrollment when the parent is notified by letter in their preferred language that their child is not an ELL but has the right to request a re-identification for ELL status.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
Within 10 days of a new student entering our school the following protocol is set in place for parents to understand all three programs: to ensure that all parents understand the three ELL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) offered by the NYC DOE, the school will communicate with each applicable parent within 5 days after receiving the results of the student's NYSITELL test. Each parent will receive instruction by Sharon Anderson (ESL Teacher) and an opportunity to view the video that explains the 3 forms of service, which is available in different languages. The parent is notified that bilingual program is the default placement when a parent survey is not returned. The school will communicate via phone, email, and/or postal service with the parent and set up an appointment that is beneficial to the family within 10 days of receiving the results. Pedagogues, who speak Spanish or Hatian Creole can make the contact with the families. The LAP Team will be ready to offer this instruction "on the spot" once a parent comes into the school for any other reason. All parent-related documents can be found in the ELL Parent Information Case. Currently, we do not have a TBE or DL program, but should we implement one, we will notify the parents by letter in their native language of the three different options.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
Within 10 days of a new student entering our school the following protocol is set in place for parents to understand all three programs: to ensure that all parents understand the three ELL programs (Transitional Bilingual Education, Dual Language, Freestanding ESL) offered by the NYC DOE, the school will communicate with each applicable parent within 5 days after receiving the results of the student's NYSITELL test. Each parent will receive instruction by Sharon Anderson (ESL Teacher) to set up an appointment with her for an opportunity to view the video that explains the 3 forms of service, which is available in different languages. After parents are informed of all three program models at the parent orientation, the ESL coordinator provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. We encourage parents to complete the form at the meeting, however, we do let them know it is within their rights to return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the parent is informed that if a form is not returned since the school does not have a bilingual program, the student is placed in ENL. The school documents and include attempts to gather initial parent selection preference; documentation are maintained by the ESL coordinator using existing procedures established by the LAP team. Parent Surveys and Program selection forms once collected are filed in the the students permanent folder in the main office, room 425.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Each parent receives instruction in their preferred language by Sharon Anderson (ESL Teacher) or through the use of a translator/interpreting service to set up an appointment with her for an opportunity to view the video that explains the 3 forms of service, which is available in different languages. After parents are informed of all three program models at the parent orientation, the ESL coordinator provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. We encourage parents to complete the form at the meeting, however, we do let them know it is within their rights to return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the ESL coordinator continues to outreach via phone, email, or letter (in the preferred language) that if a form is not returned since the school does not have a bilingual program, the student is placed in ENL. The school documents and include attempts to gather initial parent selection preference; documentation are maintained by the ESL coordinator using existing procedures established by the LAP team. The schools enters parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. Parent Surveys and Program selection forms once collected are filed in the the students permanent record in the main office, room 425.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined based on the steps outlined above, schools send parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. The ESL coordinator, Assistant Principal and Guidance Counselor all work collaboratively to ensure proper programming for the student and that the parent understands the placement notification letter.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Parent Surveys, Program selection forms, Placement notification letters, and other ELL documentation once collected are filed in the the students permanent record in the main office, room 425 under the guidance of the school secretary, Ms. Bernice Al-shafei. All school based members of the LAP and LPT team, respectively all have access to the ELL documentation

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

Annually in August and in January, the RLER and RLAT reports from ATS are generated to determine students eligibility for the NYSESLAT. Students listed are then administered the NYSESLAT in April. Sharon Anderson, the ESL Teacher maintains a schedule that includes the name of students, modality to administer and modality completed. The schedule ensures that absences are tracked and absentees upon return to school are administered any modality not previously completed. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. Students who missed the speaking section are administered the speaking section during the last 2 weeks.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ESL coordinator , Assistant Principal and Guidance Counselor ensures that continued entitlement and transitional support parent notification letters are distributed. We all work collaboratively to ensure proper programming for the student at the change of each semester and that the parent understands the placement notification letter.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).

- a. Freestanding ENL program.

We use a combination of Push-In [Co-Teaching] and Freestanding ESL classes. We currently have only 1 ESL teacher on staff, who provides all services to the 17 ESL students enrolled in the school. All ESL students ungraded and heterogenous are programmed for an ESL course with the ESL teacher everyday during period 1. Emerging, Entering and Expanding students receive additional minutes, when she co-teaches with their ELA teacher during period 6. The Entering and Emerging students has an additional standalone ENL period where they see the ESL teacher everyday during period 7.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

All ESL students meet her everyday during period 1 for 45 min / day, which totals 225 mins/wk. Emerging, Entering and Expanding students receive additional minutes, when she co-teaches with their ELA teacher for a total of 225 mins/wk. The Entering and Emerging students has an additional standalone ENL period where they see the ESL teacher everyday during period 7 total 225mins/wk. Therefore, Commanding students = 225 mins / wk, Transitioning students = 225 mins/ wk, Expanding students = 250

mins/wk , Emerging and Entering students = 675 mins/ wk . The school will be reevaluating how we program ELL students for the spring semester in accordance to the programming requirements aligned by NYSED.

3. Describe how core content is delivered in each program model. 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.

In the freestanding ESL class content is delivered such that Emerging, Entering and Expanding students language is driven by the need for students to continue acquisition of cognitive academic English language proficiency. Students continue to build on their understanding of everyday vocabulary and grammar as well as the specialized vocabulary and complex syntactic structures needed to demonstrate their thinking about context reduced concepts such as: persuasive argumentation, bilingualism, colloquial speech, culture, language and humor, culture shock, text anxiety, idiomatic language. Students are asked to produce 1-2 paragraphs essays, read and respond to multiple choice questions and complete short answer questions about text, listening to passage and answer questions, oral presentations, and learning responsibility to a group activity. The ESL teacher differentiates for Commanding and Transitioning students by providing language learning is driven by the continued need for students to master academic English language skills to ensure college and career readiness, the need to prepare them for either the NY State Common Core Regents exam, especially if a student has not passed or has not scored at least 75 on the exam. Typically, students in Reading, writing, listening and speaking skills that inform the tasks on state exams (Regents and NYSESLAT) should be built into lessons, units of study, and assessments during the semester. Students will be expected to read and write about a wide range of texts from American and World literature, including sophisticated non-fiction texts, such as informational texts, news articles, speeches, letters, and critical essays. Students will conduct author studies. Students will acquire and master skills and strategies for reading comprehension and processing; argument essays (incorporating claims and counter-claims from outside sources), as well as critical essays (utilizing outside source material for analysis). Writing opportunities will include both timed writing assignments and process writing assignments (students will keep a writing portfolio for pre-writing graphic organizers, drafts, final revisions, journal entries, meta-text reflections, rubrics, etc.). Students will prepare for college-level discussions and analysis by participating in debates, oral presentations, and fishbowl discussions that can take back and participate in their content area courses. In the push-in (Co-teaching courses) ESL teacher uses the following methods of ELA content delivery between team teaching, parallel teaching or pull out for students who may need extra scaffolding into the task. ESL and ELA teacher co-plans and provides students to glossaries in their native language and a dictionary , in order to support language development. Data is used purposefully to create groups and provide remediation or extension work when needed.

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

Initially, the Periodic Assessment for ELL are used to provide a baseline of the literacy levels of ELLs in English in September or October. Content teachers provide students with translated versions of assignments in ELLs native language as well as electronic translation programs to assist in the comprehension of content information and development of literacy skills in both first and second language. ELLs also have the option to take their Mock Regents and Regents examinations in the native language whenever translated versions are available, we seek out translation services for an exam if an exam is not offered in the students native language. We have native speakers in Spanish and Haitian Creole (two languages prominent in our area) who can also work with ELLs to determine their home language ability and assist in meeting their literacy needs.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Evaluation and formative assessments of ELLs in all four modalities are ongoing and integrated in all content area classrooms, during individual conferences and in small homogenous groupings by the classroom and ESL teacher. Teachers are constantly checking for understanding during their daily lessons and providing multiple ways for a student to convey the information learned. Consideration is given to students' language proficiency in the native and English languages, and then the appropriate, individualized goals are established to strengthen students' literacy skills in reading, writing, listening and speaking. Analyzing and reviewing samples of students' unedited and completed work, and focusing on specific areas in need of improvement such as vocabulary, grammar and the mechanics of writing examine writing. Students receive feedback, and progress is monitored whether students are writing for academic or social purposes. To evaluate reading, students are exposed to a variety of texts and reading materials that require them to describe, retell, restate, paraphrase, question, and or illustrate their level of understanding, which enable teachers to assess students reading and comprehension of general academic concepts and content-specific terminologies. Based on individual needs, classroom teachers and the ESL teachers work together to implement learning strategies to assist students in strengthening reading skills, reading strategies and build comprehension. Students' participation in multiple social and academic activities enhances ELLs aural, oral and linguistic competence. Classroom teachers conduct socratic seminars as part of their unit as a discussion strategy. The use of audio, video and digital recording and programs, class and small group oral readings, heterogeneous grouping and interactions, in-class discussions, and presentations play a direct role in measuring and monitoring students listening and speaking comprehension. At the end of the year, the NYSESLAT assesses students' proficiency in all four modalities. The ESL teacher evaluates the results, and individual academic and linguistic goals are established for the school year. The ESL teacher, working collaboratively with classroom teachers, ensures students are given the support they need in order to excel in all areas of their literacy and academic development.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

For each ELL subgroup the teachers remain culturally aware when designing tasks and speak slowly, distinctly, and write down key terms, and remove unnecessary material, words, etc., that can distract from the content. Differentiation instruction for SIFE and Newcomers is embedded in getting the students engaged into the lesson. Teachers deliver the content in “chunks”, so ELL students can digest a little at a time, and then continue to build their knowledge and understanding of the material. Teachers provide background knowledge, sometimes with native language support, to allow ELLs to tie new information to something familiar. This helps students as they decode information; first trying to understand in their native language, and then transferring that understanding into English. Teachers define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports. Provide multiple learning opportunities to reinforce key concepts and vocabulary. For Developing and Long Term ELLs, use of Group work is a common practice in the school and partnering English learners with strong English speakers is beneficial to both students. The best way to learn something is to teach it. Partnering English learners with strong English speakers especially a student who is bilingual students who can translate tasks and activity procedures. Additionally, incorporating the use of technology with effective online programs via iLearn that provide: individualized instruction, opportunities to practice in various contexts, ability to work at their own pace, effective data for educators to determine areas of strengths, and areas of focus, in order to drive instruction. All the differentiation strategies are used for Former ELLs with a heightened emphasis on students being able to demonstrate understanding in ways other than writing (for example: graphic organizers, art, performance, demonstrations, models, posters, etc).

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent’s notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal will consult with ESL coordinator and guidance counselor in the school, the parent/guardian, and the student. If the principal, based on the recommendation of the ESL coordinator and guidance and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal’s decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

8. 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?

SWD are programmed into ICT classes with an additional support with SETTSS, ELL-SWD dependent on proficiency level receives their respective IEP services, SETTS in addition to their ESL mandates. The IEP classes and the standalone ENL courses are staggered to make sure there is no conflict when programming, this ensures the school can provide a student with their required services. The instructional strategies and grade level materials that teachers use are similar to what is given to general education students, however a student would be provided with more scaffolding in order to increase organization and coherence for task completion. Examples of these materials would be, modified or translated handouts in students’ native language to meet the literacy and language proficiency of students. Supplementary materials such as charts, graphs, pictures, illustrations, manipulatives, multimedia, and demonstrations by the teacher are used to promote comprehension. Graphic organizers assist students in representing information visually as well as organizing, summarizing and interpreting information for better understanding.

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

The school instructional focus on literacy development, providing teachers with time to engage in Professional learning communities, and a continued focus on differentiation will benefit all students to achieve their goals. Differentiated instruction for ELL-SWD, is through the development of learning goals that address students’ needs in each subject area based on analysis of student literacy, language development and academic assessments. Articulation between the classroom teacher, SpEd teacher, and the ESL teacher will ensure ELL-SWD students receive instruction aligned with the Common Core Standards in all academic core subjects. The ESL, SpED teacher and classroom teacher work collaboratively to strengthen and expand speaking, listening, reading, and writing skills of all ELL-SWD. Together they collaborate and co-teach lessons content, specific skills and strategies

Chart

that meet students' needs based on formal and informal assessments. ESL strategies include Total Physical Response (TPR), group projects, small group and individual instruction, pre-teaching vocabulary, use of technology, modified and adapted reading materials, videos, graphic organizers, visuals, realia support, manipulatives, to scaffold and support new learning. Further differentiation is based on language proficiency and development. For example, for entering/emerging ELLs, ESL instruction focuses on the acquisition of social and academic language. Assignments are modified for these students using word banks, picture cues and concept maps. The ESL, SWD teacher and classroom teacher meet frequently to monitor progress for these students as well as modify and adjust lessons and classroom activities. For Expanding and Transitioning students, ESL instruction emphasizes reading and writing. ELL-SWD students in small groups are asked to think, talk, read and write about content. Lessons are also modified using strategies such as repetition of instruction, reduced task length and shortened directions to meet the language and academic needs of these students.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

Chart

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

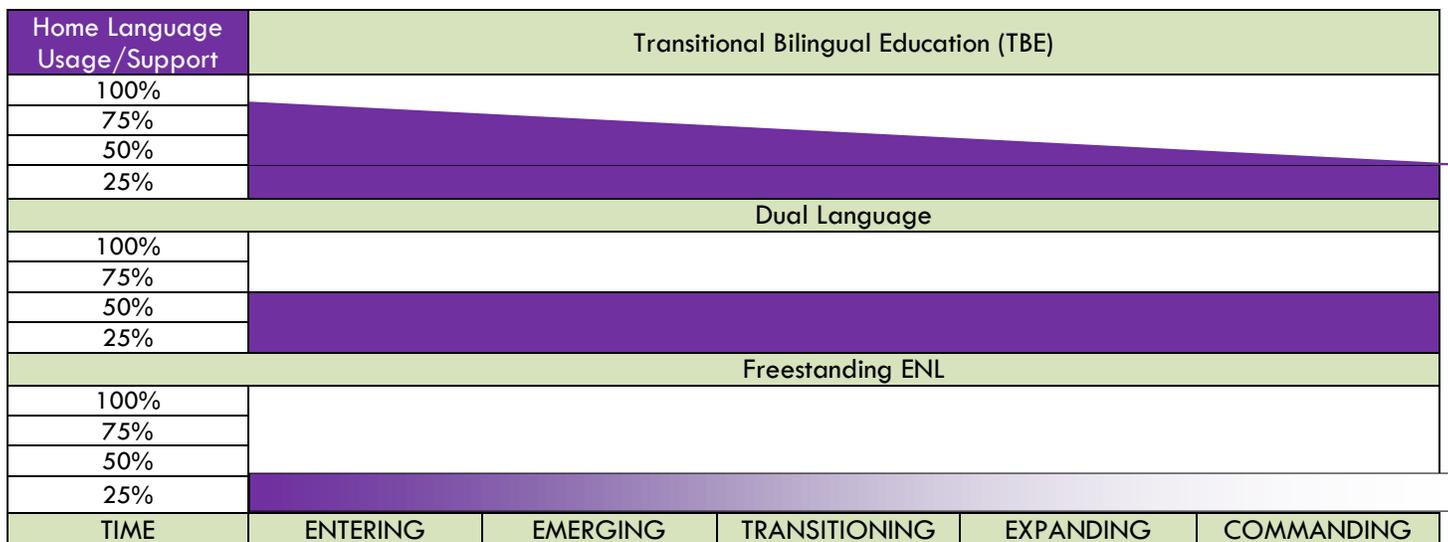


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 for ELLs in ELA, math, social studies, and science are: ELA foundation classes for students who arrive as a level 1/2, Math foundation classes for students who arrive as a level 1/2, tutoring courses during and after school in all the content areas (if programming allows students are purposely assigned to teachers of a specific content area that they have either failed regents for or is deficient in credit), Saturday Academy regents prep courses, Compass online courses via ilearn. All courses are delivered in English, however, teachers provide students with glossary or translated version of the materials.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

This is the school's first year implementing a freestanding esl program without pull-out services. The current pull-out model did not lend it self to students feeling apart of the general population. The students now can take the skills they learn in their ESL courses and implement it into their content area classes. The continued area of concern we are addressing this academic year are students literacy skills, specifically their ability to organize a coherent argumentative/thematic essay. ELL students are performing below standard on their MOSL ELA exams and Regents Exams. The school has instituted 2 Mock Regents each semester, Cornell Note taking strategy and annotation strategy that is used across all content areas. Teachers are asked to aggregate their summative and formative assessments to inform their revision to their curriculum map and grouping. Review of data is ongoing, however is shared formally once every 4 weeks via grade teams to ensure students maintain progress in all their academic and language development.
12. What new programs or improvements will be considered for the upcoming school year?

In the upcoming school year, we plan on improving upon the methods and strategies implemented last year, as well as improving upon parent involvement and preparation for Regents exams. These are the two areas that show the most need according to our data on only 33% of parents completing the yearly survey, and ELL students underperforming in all required regents.
13. What programs/services for ELLs will be discontinued and why?

No programs/services for ELLs will be discontinued as we are assessing the efficacy of those that were implemented last year, as well as those added for this upcoming school year. If and when our ELL population increases, improvements such as moving toward a Dual Language model may have to be implemented to fit the needs of that population
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs, including after school activities and supplemental services offered. The ESL teacher ensures that materials and support are there for all programs, activities and supplemental services such as content-area tutoring.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Each classroom is equip with laptops that are utilized thoroughly in the content classrooms to facilitate academic and language leearning. ELLs are provided with and have access to modified, translated, audio, and videos materials. Our school uses a variety of instructional materials to aid in target language acquisition, including but not limited to the following: "Side by Side" texts and workbooks, a variety of dictionaries, leveled-texts and novels, native language texts and novels, Google translation tools, online native language translated texts, and so on as necessary.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

In our Freestanding ESL program, native language is addressed and supported in Advisory, Pull-Out and Tutoring sessions, as well as when needed in Push-In content-area courses, through the use of native language texts and novels, google and online native language translated texts.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required services support and resources correspond to ELLs' ages and grade levels in all content areas as well as Advisory and other services. All students receive high school level topics and materials appropriate for the age and grade level.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newcomers to our school will be provided with an informal orientation to the ESL program and the student's advisor. Lines of communication will be established between the home and school, with the advisor serving as the liaison. The student will be

encouraged to participate in our after-school programs that are geared to improve language skills.

19. What language electives are offered to ELLs?

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

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The plan for professional development for ELL personnel is 25% of our PD cycle equating to 1 ELL PD every 4 weeks facilitated by the ESL teacher and the PD committee and will include topics such as writing to learn, rigor, art integration, and differentiation. PD are held every Monday from 2:30-3:50 PM. Teachers will also be able to attend outside workshops and conferences held by our Borough Field Support Center. All PDs whether given locally or outside the building are meant to provide teachers, administrators and Support Staff with information on assisting our ELL population with assessment and instructional strategies, collaboration with teachers of Math, Science, Social Studies, English.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Our ESL teacher has participated in sessions to review the CCSL requirements, rubrics, and a breakdown of scaffolding strategies to reach the students to each category. Our one ESL teacher provides PD and support for the other teachers. The PDs support teachers in delivering the CCSS by: targeting both language and content objectives in all lessons, making instruction and expectations extremely clear, focused, and systematic, employing visuals, charts, and diagrams to aid comprehension, use of the primary language for support (e.g., preview what students will read and use cognates for vocabulary instruction), choose reading matter with familiar content, and providing additional practice and repetition

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All teachers receive PD on a weekly basis, and all incorporate literacy tasks with each project. These literacy tasks with student work are assessed weekly, and the ESL and SpEd teachers interject how to better reach ELLs and students with learning disabilities. The guidance counselor is a part of the weekly PD and works closely with the ESL coordinator to assist ELLs as they transition.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Professional development for teachers in all subject areas is focused on integrating ESL methodologies and support for students' language development including a variety of ways to intergrate the cultural backgrounds of students to link background experiences and knowledge to new information, using the student's first language to support learning and acquisition of the second language, understand that conversational English (BICS) is not the same as academic English (CALPS) and how to effectively involve students' families and communities in education. The plan for professional development for ELL personnel is 25% of our PD cycle equating to 1 ELL PD every 4 weeks facilitated by the ESL teacher and the PD committee and will include topics such as writing to learn, rigor, art integration, and differentiation. PD are held every Monday from 2:30-3:50 PM. ESL teacher receives additional PD outside of school to be in compliance of the 50% total hours. All records are maintained by Assistant Principal Gilroy in a binder that comprises of agenda, sign-in sheet, and minutes.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Only 33 % of the parents are involved to the extent of attending meetings and/or completing the School Survey. As ELLs comprise of a small percentage of the students, there is little involvement overall. We work with the Big Word to provide interpreter services for parents for the languages that current staff members do not speak such as Fulani and Arabic.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
The Parent Coordinator , ESL Coordinator, and Secretary works together to outreach to ELL parents to ensure them that their preferred language will be accommodated if they attend any school related event. Records of all interactions with parents are kept online via Skedula anecdotal. Annual individual meetings are ILOG by the ESL coordinator into ATS.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
ELL parents are included in all outreach by parent coordinator , Ms. Nevarez and the student's advisors of PA meetings, open school night and afternoon, Curriculum nights, the yearly talent show and the school's end of the year award banquet.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Big Word is the agency we use to provide translation/interpreter services to our ELL parents.
5. How do you evaluate the needs of the parents?
Our parent coordinator will assess the needs via a survey given 3 times a year to find out are parents satisfied with their students current academic program and in what ways the school can assist them and/or their family. All documents are translated into the languages based upon the initial meeting to determine language at home and what level the parents speak in either language. We also have parent surveys that alert us to parent preferences. We have staff members that can meet and discuss with the parents when they come to the school. All parents are invited to our monthly parent meetings.
6. How do your parental involvement activities address the needs of the parents?
We invite parents to learn about online communication and access defferent languages in the computer. All parents are invited to our monthly parent meetings, and we have six parents on the School Leadership Team to represent the parent body. Our parent coordinator speaks Spanish and helps Spanish-speaking parents navigate progress reports. We conduct a parent workshop on how to help our students complete applications and scholarships for college. This is provided by Ms. Johnson, our Gudiance Counselor

D. Additional Information

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

Part VI: LAP Assurances

School Name: <u>Arts & Media Prep Academy</u>		School DBN: <u>18K589</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deborah Glauner	Principal		10/30/15
Kayann Dell	Assistant Principal		10/30/15
Deborah Nevarez	Parent Coordinator		10/30/15
Sharon Anderson	ENL/Bilingual Teacher		10/30/15
	Parent		
Julie Rapinat	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		
	Coach		
	Coach		
Neisha-ann Johnson	School Counselor		10/30/15
Michael Prayor	Superintendent		10/30/15
Dr. Joann Benoit	Borough Field Support Center Staff Member <u> South</u>		10/30/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **18K589**

School Name: **Arts and Media Preparatory Academy**

Superintendent: **Mr. M. Prayor**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Home language survey and emergency blue cards are used to assess our school's written translation and oral interpretation needs. Parents of new students and entering 9th grade students are interviewed in their native language or through translation of the native language. This has been entered on the BIOS screen at admission and communication is done in the preferred language. The school population as a whole consists of 7% ELL, 93% English, within the ELL population 29% are Spanish (7), 24% are Arabic and Haitian (4), 17% French (3), and 6% Fulani (1) . Correspondence with these parents is also available in their native languages in addition to English. In addition to reviewing the HLIS, and blue cards an initial telephone contact and interview is made to parents at the beginning of the school year to determine their home language and how written and oral communication should be delivered to their homes. Additionally, student interviews are helpful in informing the school of the preferred language of communication to their parents .

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred language for most of our parents is English. However, written and oral communication are also provided in Spanish, Arabic, Haitian Creole, French, and Fulani.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Documents typically disseminated every year includes: Individual parent letters regarding child, changes to DOE Chancellors Regulations, new school policies and procedures, various mandated DOE notifications, notifications of school meetings and Parent-Teacher-Conferences, NYS testing schedules/dates, afterschool programming and tutoring, and parent newsletters. More specifically:

- Bi-monthly Parent Newsletter
- Bi-monthly School Calendar
- Medicaid Consent Letters
- Military Opt-out Letters
- Promotion In Doubt Letters
- Summer Letters
- Parent Teacher Conference Notices(goes out with the bi-monthly newsletter)
- Parent Association Notices
- Regents Schedule(goes out with the bi-monthly newsletter)
- English Language Learner Entitlement Letters

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal meetings include: Back to school night and/or Parent Conferences at the beginning of the school year in September and at the end of the school year in May. Parent Teacher Conferences are twice a year in November and March, Informal communications and/or interactions involve teachers calling parents to inform them of student's academic progress or difficulties, issues with behavior and attendance and upcoming school events and testing schedules. Generally, the school contacts parents regularly to keep them informed and involved about issues that impact their child's educational experience.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Generally, most commonly used documents are available on the DOE's website and are used to communicate with parents as needed. In the event a document is not available, once created, it is submitted to the Translation and Interpretation Unit for translation in the parent's preferred language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school has and will continue to utilize over-the-phone interpreters through the Translation and Interpretation Unit for communicating with parents regarding school related issues. In addition to the Translation and Interpretation Unit, the use of staff members who speak the preferred language of the parent is available to make phone calls to parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Access Coordinator is responsible for ensuring that staff and all school personnel are aware of the services provided through the Translation and Interpretation Unit by email, individual meetings and staff meetings. Brochures and posters are placed around the school building to further inform staff of the availability of translations and interpretation services. Language Palm Card is distributed to all staff members at September PD.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The Translation and Interpretation Unit provides online resources and materials delivered to school at the beginning of year with posters, brochures, and signages to the school which are visibly displayed in the main office and on the school's bulletin board to inform parents of the availability of translation and interpretation services. a. Information regarding parents in need of translation and oral interpretation assistance is maintained in ATS and on the student emergency cards. b. All monolingual (English-speaking) school staff are required to have a translator for interactions with parents whose dominant language is not English; this can be done in-house or via the translation phone number.

- c. Written translation for documents in mailed and/or backpacked home.
- d. Oral translation at all school-related functions and at Open School night and afternoon

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys and individual conferences with parents who visit the school are two ways the school will determine the quality and availability of services. Parent Coordinator will conduct a parent survey with parents at the PA meetings at the beginning, middle and end of the school year. Parents will be surveyed at the Fall and Spring Parent Teacher Conferences. All surveys will be anonymous