

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**10X225**

**School Name:**

**THEATRE ARTS PRODUCTION COMPANY SCHOOL**

**Principal:**

**RON LINK**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: THEATRE ARTS PRODUCTION COMPANY School Number (DBN): 10X225  
Grades Served: 6-12  
School Address: 2225 WEBSTER AVENUE BRONX NY 10458  
Phone Number: 7185840832 Fax: 7185845102  
School Contact Person: Ron Link Email Address: rlink2@schools.nyc.gov  
Principal: RON LINK  
UFT Chapter Leader: SOPHIA OTONOGA  
Parents' Association President: VERONICA RODRIGUEZ  
SLT Chairperson: JOHN SANDROWICZ  
Title I Parent Representative (or Parent Advisory Council Chairperson): JENNIFER ROSA  
Student Representative(s): NATALIE RIVERA, CHANELA VASQUEZ

**District Information**

District: 10 Superintendent: ELAINE LINDSEY  
Superintendent's Office Address: 1 FORDHAM PLAZA BRONX NY 10458  
Superintendent's Email Address: ELINDSE@SCHOOLS.NYC.GOV  
Phone Number: 7187415852 Fax: (718) 741-7098

**Borough Field Support Center (BFSC)**

BFSC: Bronx Director: JOSE RUIZ  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Director's Email Address: JRUIZ2@SCHOOLS.NYC.GOV  
Phone Number: 917-608-0230 Fax: (718) 828-6280

## 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<br>(Blue Ink) |
|---------------------------------|---|-------------------------|
| RON LINK                        | *Principal or Designee  |                         |
| SOPHIA OTONOGA                  | *UFT Chapter Leader or Designee   |                         |
| VERONICA RODRIGUEZ              | *PA/PTA President or Designated Co-President  |                         |
| N/A                             | DC 37 Representative (staff), if applicable   |                         |
| ROSE RIVERS                     | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| NATALIE RIVERA, CHANELA VASQUEZ | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                                 | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| NICOLE MCDERMOTT                | CBO Representative  |                         |
| CIANA DEBELLIS                  | Member/STAFF  |                         |
| JOHN SANDROWICZ                 | Member/STAFF  |                         |
| JASON PATANJO                   | Member/STAFF  |                         |
| MYISHA LOCKETT                  | Member/PARENT   |                         |
| LISA BOOTH                      | Member/ PARENT  |                         |
| JOVANIS GUILLES                 | Member/ PARENT  |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | 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.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> 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. |
| <b>Supportive Environment:</b> 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.

1. Our goal is for our students to achieve **academic, personal, and social success** through habits of **preparedness, perseverance, and kindness**. We foster **high achievement** through the educational possibilities rooted in the interplay of **academics** and the **arts**. As TAPCo community members, we: support our school **C**ommunity members just as they support us; focus on our **A**cademic and **A**rtistic work; take **R**esponsibility for our choices and actions through respect for others, our environment, and ourselves, and; celebrate and communicate our community's accomplishments of **E**xcellence. At TAPCo, everyone takes **CARE** of themselves and each other.

**Personalization is central to all of our efforts.** After intensive school-wide collaborative work for the past two years, we are now at the point where all of our High School students choose one of four "studios" or tracks of study culminating in the opportunity to qualify for an Advanced Regents Diploma in the Arts. **DANCE.** Students develop their creativity, strength, alignment and teaching skills as they learn Modern Dance, Ballet, Composition Technology and Principles of Dance. Pedagogy is blended to help students develop their own unique voice as creators with competitive skills to succeed in the real world. **THEATRE.** Students learn acting technique, scene study, voice and diction, movement, singing, theatre history, audition preparation, digital (photo & video) resume building, script analysis, directing, lighting design, and stagecraft in addition to exploring performance and acting techniques for full stage classical, modern, and musical theatre productions as well as smaller studio settings. **VISUAL ARTS & TECHNOLOGY. Images (Drawing, Painting, Digital Design).** Students develop their artistic skills as they progress through classroom assignments such as still life drawing, perspective drawing, portraiture, figure drawing, and abstract compositions using a variety of drawing, painting, and digital design media. **Still to the Moving Image (Photography, Film/Video).** Students develop self-confidence in their creative, critical thinking and expressive process of the student as they build valuable artistic, literacy and technical skills in photography and video production with the added benefit of team building skills for ongoing meaning and application in college and the real world work place. Students participate in the planning, production and presentation of multi-media projects for actual clients, which include individuals and organizations in and out of school. **MUSIC. Instrumental.** Small group instruction in traditional Band Instruments; Jazz Band; Latin Band, Music Theory, Music History, Improvisation, Sight Singing and Piano; On or offsite private lessons by audition. **Choral.** General Choir, Show Choir, Jazz Choir, and Women's Choir; Music Theory, Music History, Improvisation, Sight Singing and Piano; On or offsite private lessons by audition.

2. We successfully serve our Special Education and English Language Learner students directly through our strong Arts program and STEAM-driven interdisciplinary work. Our rehearsal process is adapted to meet the needs of the ensemble including those students with severe dyslexia, social-emotional impairments, cognitive functioning below grade level, and those actively learning the English language.

3. We had the greatest growth in the elements of Collaborative Teachers. We will be focusing on Rigorous Instruction, Supportive Environment, and Strong Family-Community Ties for the 2015-16 school year.

## 10X225 School Information Sheet

| School Configuration (2014-15)                                  |                                  |   |     |   |
|---|----------------------------------|---|-----|---|
| Grade Configuration   | 06,07,<br>08,09,<br>10,11,<br>12 | Total Enrollment                                | 633 | 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   | N/A | # Integrated Collaborative Teaching           |
|   |                                  |   |     | 55  |
| Types and Number of Special Classes (2014-15)                   |                                  |   |     |   |
| # Visual Arts   | 14                               | # Music   | 10  | # Drama                                       |
| # Foreign Language  | 10                               | # Dance   | 10  | # CTE   |
|   |                                  |   |     | N/A   |
| School Composition (2013-14)                                    |                                  |   |     |   |
| % Title I Population  | 67.5%                            | % Attendance Rate                               |     | 89.5%   |
| % Free Lunch  | 72.1%                            | % Reduced Lunch                                 |     | 1.6%  |
| % Limited English Proficient                                    | 5.5%                             | % Students with Disabilities                    |     | 22.9%   |
| Racial/Ethnic Origin (2013-14)                                  |                                  |   |     |   |
| % American Indian or Alaska Native                              | 0.5%                             | % Black or African American                     |     | 28.2%   |
| % Hispanic or Latino  | 68.0%                            | % Asian or Native Hawaiian/Pacific Islander     |     | 1.2%  |
| % White   | 1.0%                             | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |                                  |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 2.64                             | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A                              | # of Counselors/Social Workers (2014-15)        |     | 2   |
| Personnel (2013-14)   |                                  |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A                              | % Teaching Out of Certification (2013-14)       |     | 10.0%   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.2%                             | Average Teacher Absences (2013-14)              |     | 6.95  |
| Student Performance for Elementary and Middle Schools (2013-14) |                                  |   |     |   |
| ELA Performance at levels 3 & 4                                 | 17.7%                            | Mathematics Performance at levels 3 & 4         |     | 15.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A                              | Science Performance at levels 3 & 4 (8th Grade) |     | 51.9%   |
| Student Performance for High Schools (2012-13)                  |                                  |   |     |   |
| ELA Performance at levels 3 & 4                                 | 45.1%                            | Mathematics Performance at levels 3 & 4         |     | 58.4%   |
| Credit Accumulation High Schools Only (2013-14)                 |                                  |   |     |   |
| % of 1st year students who earned 10+ credits                   | 77.2%                            | % of 2nd year students who earned 10+ credits   |     | 73.8%   |
| % of 3rd year students who earned 10+ credits                   | 77.2%                            | 4 Year Graduation Rate                          |     | 75.8%   |
| 6 Year Graduation Rate  | 86.7%                            |   |     |   |
| 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                       |     | YES   |
| Hispanic or Latino  | YES                              | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                              | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES                              | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                              |   |     |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                                  |   |     |   |
| American Indian or Alaska Native                                | N/A                              | Black or African American                       |     | YES   |
| Hispanic or Latino  | YES                              | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |
| White   | N/A                              | Multi-Racial                                    |     | N/A   |
| Students with Disabilities                                      | YES                              | Limited English Proficient                      |     | N/A   |
| Economically Disadvantaged                                      | YES                              |   |     |   |
| 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  | NO                               | 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                                      | NO                               |   |     |   |
| Accountability Status – High 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  | YES                              | 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                                      | NO                               |   |     |   |
| 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  | YES                              | 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                                      | NO                               |   |     |   |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                                  |   |     |   |
| American Indian or Alaska Native                                | N/A                              | Black or African American                       |     | N/A   |
| Hispanic or Latino  | YES                              | 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.

A needs review of our school’s Regents data combined with our Quality Reviewer’s finding that we needed improvement in our teacher and school-wide practices for Assessment in Instruction specifically across classrooms that teachers should use: aligned assessments, rubrics, and grading policies; common assessments across grades and subject areas; formative assessments and checks by teachers that provide a clear portrait of student mastery; actionable feedback to students and teachers regarding student achievement; consistent use of checks for understanding for effective instructional adjustments across classrooms; and, the results of data analysis consistently used to adjust curricula and instruction.

Our Instructional Core is sound in that we have engaging, rigorous, and coherent curricula with teacher pedagogy grounded in a coherent set of beliefs about how students learn best informed by the CCLS instructional shifts and the Danielson Framework for Teaching

### 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, there will be a minimum of 5% increase in the passing rate of the combined January and June Global History Regents pass rate from 37% to 42%.

### Part 3 – Action Plan

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>                                       | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p>  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>• We will utilize the Research-based techniques surrounding cycles of Inquiry. <ul style="list-style-type: none"> <li>○ Cushman, Kathleen. "The Cycle of Inquiry and Action.", 1999.</li> <li>○ <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i>. Print</li> <li>○ <a href="http://www.lasw.org/protocols.html">http://www.lasw.org/protocols.html</a>.</li> <li>○ NYC DOE Research and Policy Support Group: Learning Partners Program</li> </ul> </li> </ul>  | <p>History Department</p>                               | <p>September 2015 through June 2016</p>                    | <p>Principal, Assistant Principal, Model Teachers, Instructional Leads, District Public, Leadership Academy Coach George Foley, IEP/ESL Coordinator, Guidance Counselors, Community Associate, Parent Coordinator, Parents and Students.</p> |
| <ul style="list-style-type: none"> <li>• By using a consistent team of teacher leads, we will create pockets of weekly meeting times from September 2015 through June 2016 lead by the instructional leads and school leadership to create a protocol for looking at student work (past exams for student re-taking the exam), specifically the item skills analysis as part of individual and teacher team inquiry cycles. All teachers will then identify the three areas /performance indicators/strands where students displayed the weakest performance (as per the Item Skills Analysis). Atlas curriculum maps will be revised to include the three areas /performance indicators/strands through the lens of the CCLS (with specific dates of content being taught).</li> </ul> | <p>History Department</p>                               | <p>September 2015 through June 2016.</p>                   | <p>Principal, Assistant Principal, Model Teachers, Instructional Leads, District Public, Leadership Academy Coach George Foley, IEP/ESL Coordinator, Guidance Counselors, Community Associate, Parent Coordinator, Parents and Students.</p> |
| <ul style="list-style-type: none"> <li>• Baseline, midterm and final exams will be administered in November/December, January/March, February/March, April/May and June respectively before the Global History exam.</li> </ul>   | <p>History Department and Students</p>                  | <p>Every six weeks</p>                                     | <p>School Leaders and Teachers (Model and Instructional Leads)</p>   |
| <ul style="list-style-type: none"> <li>• Regents Prep will be offered after school for six weeks prior to the start of the Regents testing period. Teachers of Regents Prep afterschool and Regents Review (no credit) will utilize item analysis data and scores from each student on their class roster to guide their instruction. Letters will be sent and phone calls will be made home to parents apprising them of their child's status regarding what Regents they are slated to take, prior test scores, and the Regents' Prep schedule. Parents of all students slated to take the Global History Regents will be invited to have a meeting with our Regents Readiness Team (Principal, Assistant</li> </ul>  | <p>Students</p>   | <p>November 2015 and April 2016</p>                        | <p>School Leaders, History Department, Guidance, Parent Coordinator, Parents</p>   |

|   |  |  |  |
|---|--|--|--|
| Principal, IEP/ESL Coordinator, Guidance Counselors, Community Associate, Parent Coordinator, Parents and Students)   |  |  |  |
| • As members of a Learning Leaders Plus Consortium, we will be sharing best practices and conducting intervisitations at every level of our school to improve Teacher Assessment in Instruction | Principals, Assistant Principals, Model Teachers, Teachers | Summer 2015 and every month of the 2015-16 school year | Principals, Assistant Principals, 4 Model Teachers & Instructional Lead Teachers |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 1. Weekly meetings of Principal and AP with all teachers who instruct a course ending in the Global History Regents and/or a Regents Prep class.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 2. Instructional Leads and Model Teachers devise actions plans based on data analysis that are provided to teachers as models of effective instructional intervention.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 3. Monthly departmental/faculty meetings, subject area, and grade level meetings will be held on a regularly scheduled basis.   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 4. Per session will be utilized to pay for professional development and Instructional Lead meetings provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for AP).  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 5. Global History department teachers have been re-assigned to increase the Global History Regents passing rate.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 6. Professional Development provided by Principal, Assistant Principal, Instructional Leads, ADVANCE data, Leadership Academy Coach George Foley, IEP/ESL Coordinator, and to strengthen student work through considering, analyzing, and improving teacher curriculum, assessments, and classroom instruction with a focus on Questioning and Discussion Techniques. |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 7. Common rubrics as in: Exemplar High School TAPCo Essay specific to Global History (scaffold by subject & grade); Vocabulary and Glossaries for High School State Test Success (subject & grade).   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| 8. Teacher intervisitation schedule to observe best practices with protocols and debriefs with follow up visits.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| Model Teacher coaching of peers through visitation, intervisitation, and debriefs with follow up visits.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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|---|
| <b>Part 5a.</b> 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. |
|---|

1. Our teachers, data specialist, guidance counselors and administrators will conduct analyses of the results of formative assessments at regular intervals throughout the school year as compared to the Regents results to evaluate growth in student learning and effectiveness of teachers adjusting teaching based on data analysis of students actual exams (essays) and item analysis.

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

3. Six-week benchmarks, using the Data Driven Classroom (DDC) will reveal % of student mastery and individual student mastery of taught Standards-Aligned Skills and Subject Area Content .

4. Midterm will be administered in January as a full Regents exam, and results will be analyzed to adjust curriculum for Term 2.

**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.

We examined our Framework for Great Schools Report to arrive at this goal.

**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 June 2016, there will be an average increase of 5 percentile points in each of the subcategories of the Supportive Environment section of our School Survey, by restructuring the Guidance Department and Dean’s Office.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p>                           | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p>MS Implementation of RULER (Recognizing, Understanding, Labeling, Expressing, Regulating) Emotion from YALE Center of Emotional Intelligence.</p>   | <p>MS Students and Teachers</p>                         | <p>9/8/15-11/3/15<br/><br/>(1st benchmark) cycles until 6/13- end of school year</p> | <p>Admin, MS ELA Teachers</p>   |

|  |                                       |   |   |
|--|---------------------------------------|---|---|
| Restructuring of the Dean's office with a LEAD Dean and two identifiable deans (1 male/1 female) for each period of the day.   | Deans                                 | September 2015  | School Leaders                                |
| Create and share clear structures/protocols with the staff (such as 48 hour response time for anecdotes and/or Dean's referral).   | Deans                                 | September 2015  | School Leaders and Deans                      |
| Addition of Guidance Secretary to organize and further support the work of the Counselors.   | Guidance Office                       | 9/8/15-11/3/15<br><br>(1st benchmark) cycles until 6/13- end of school year | School Leaders                                |
| The Guidance department will meet weekly with school leaders to plan and implement structures that support struggling students, both academically and social-emotional. The Dean's Office and Guidance will work to create a peer mentoring program in grades 6-12 that will aim to provide more positive support to students who are struggling | Guidance Dept.<br><br>Deans, Students | 9/8/15-11/3/15<br><br>(1st benchmark) cycles until 6/13- end of school year | School Leaders, Deans and Guidance Department |

#### **Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <ol style="list-style-type: none"> <li>Weekly meetings of AP with Deans, Guidance and Teachers working with RULER.</li> <li>Per session will be utilized to pay for professional development and meetings provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for AP).</li> </ol> |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

#### **Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> 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.  |
| <ol style="list-style-type: none"> <li>The last Monday of each month, OORS reports/anecdotes/dean referrals will be printed and analyzed to create graphics of specific trends.</li> <li>In order to track progress towards our goal, we will be giving out a survey to a sample of teachers, students and parents with questions modeled after the school survey in the subjects of safety, order and support, in January 2016. Based on this data, we will then reassess the action steps in order to target the greatest areas of need.</li> <li>Guidance counselors will review fail reports after each marking period, and will identify targeted students for interventions and additional support.</li> <li>Phone conference or Skype sessions with YALE Center of Emotional Intelligence.</li> </ol> |
| <b>Part 5b.</b> 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.

#### **STRENGTHS:**

- School leaders and staff consistently communicate expectations that are connected to a path to college and career readiness, and offer teachers training and ongoing feedback.
- School leaders, teachers and staff establish a culture for learning that consistently communicates high expectations for all learners, and offer guidance/advisement supports to all learners.
- Professional development opportunities for teachers and actionable feedback from school leaders support teachers’ progress towards expectations.
- Coherent guidance and advisement structures ensure that students are prepared for the next level.
- Teachers are engaged in ongoing professional development and collaborations.
- All teachers self-assess performance using a needs assessment based on the Danielson *Framework for Teaching*, and identify individual professional goals aligned to the school’s instructional focus and performance goals.
- The school’s graduation rate increased from 76% to 77% (more than 6% than both the City average and District 10 average).
- Over 90% of graduating students were accepted into colleges, with scholarships awarded to students totaling over 1.2 million dollars

#### **NEEDS:**

- Across classrooms, teachers use or create assessments, rubrics, and grading policies that are loosely aligned.
- Formative assessments and teacher checks for understanding do not always provide a clear portrait of student mastery.
- Inconsistent assessment structures limit actionable feedback to students and teachers regarding student achievement, and the results of data analysis are inconsistently used to adjust curricula and instruction.
- Teachers’ inconsistent use for checks for understanding hinders the development of effective instructional adjustments across classrooms.
- Grading policies are not consistent across all content areas.
- Rubrics used to assess student performance varied.
- Few students were able to articulate how their grades on assignments were calculated.
- Across classrooms, there were few examples of self or peer assessment.

### 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.

By January 25th, 2016 we will be able to evidence that we aligned assessments to curricula, using on-going assessments and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom levels, aligned to Quality Review Indicator 2.2(a) through the development and implementation of a department-wide grading policy that is designed to provide a clear portrait of student mastery. In addition, through the implementation, support and use of inter-visitation cycles, model teachers will model strategies and provide feedback on formative assessment strategies for teachers to use in their lessons to gather data to drive their future instruction. This will be measured by: 1) Achieving a school average of 3.0 on Danielson 3d based on Advance by June 1st. Finally, By November 16th, 2015 I will be able to evidence that I have created a professional development calendar and cycle of inquiry through January 1st, that provides all teachers the development necessary to improve (in the area of Assessment) and achieve the aforementioned goals; Provide timely feedback, guide their thinking towards achieving the instructional focus, and support their individual needs (based on the observation cycle).

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b>                          | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|--|--|
| Ensure that all teachers have access to, and utilize the DataDriven Classroom (DDC) platform, to be able to design CCLS aligned assessments.   | Teachers<br>Students                             | 9/8/15-12/23/15<br><br>(1st benchmark) cycles until 6/13- end of school year | APs of Instruction   |
| Ensure that all teachers have access to the ATLAS Rubicon curriculum mapping platform, to be able to design CCLS aligned tasks.  | Teachers   | 9/8/15-11/3/15<br><br>(1st benchmark) cycles until 6/13- end of school year  | APs of Instruction   |
| Lock in the department-wide grading policy on SKEDULA.   | Teachers<br>Students                             | 9/8/15-11/12/15  | APs of Instruction   |
| Provide collaborative opportunities for teachers to create commonly scaled rubrics that can be used across classrooms.   |  | 9/8/15-11/16/15  | APs of Instruction   |
| Create educational norms, which enable teachers to review the grading policy and rubrics in all classrooms.  | Teachers<br>Students                             | 9/8/15-11/12/15  | APs of Instruction   |

|   |              |   |                    |
|---|--------------|---|--------------------|
| Implement, support and use inter-visitation cycles where Model Teachers and Instructional Leads model strategies and provide feedback on formative assessment strategies for teachers to use in their lessons to gather data to drive their future instruction. | All Teachers | 9/8/15-11/3/15<br><br>(1st benchmark) cycles until 6/13- end of school year | APs of Instruction |
|---|--------------|---|--------------------|

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |   |                  |  |                   |  |                      |
|--|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| <ol style="list-style-type: none"> <li>Weekly meetings of AP with Model Teachers and Instructional Leads to assess progress and plan or adjust future PD.</li> <li>Per session will be utilized to pay for professional development and meetings provided on and off-site after school hours by the DOE, network, consultants, and administration (no per session except for AP).</li> </ol> |          |   |                                |  |            |   |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    | X | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

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| <b>Part 5a.</b> 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.   |
| <ol style="list-style-type: none"> <li>Our administrators will conduct analyses of Informal and Formal Observations at regular interval dates as determined in concert with our TDEC from the Superintendent's Office to evaluate growth in teacher practice in Assessment in the Classroom and success in adjusting teaching based on data analysis of students actual exams (essays) and item analysis.</li> <li>Principal and Assistant Principal will evaluate meeting notes and goals provided by all team meetings on a weekly basis Principal and Assistant Principal will evaluate meeting notes and goals provided by all team meetings on a weekly basis.</li> <li>Six-week benchmarks, using the Data Driven Classroom (DDC) will reveal % of student mastery and individual student mastery of taught Standards-Aligned Skills and Subject Area Content .</li> <li>Midterm will be administered in January as a full Regents exam, and results will be analyzed to adjust curriculum for Term 2.</li> </ol> |
| <b>Part 5b.</b> In <b>February 2016</b> , 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.
- Assessing the results of the School Survey as related to student performance trends, the Principal considered how to best continually create a climate of inclusiveness and provide staff and students with a clear vision for student achievement while seeking input of all members of the school.
  - Took into account in our school's strength and needs analysis was our overall student achievement in our Middle and High Schools in: academic performance leading to college and career readiness, and; artistic accomplishment as per the published mandate in the Middle and High School directories as a screened school of the Arts.

### **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.

There will be an combined increase of 4% in the categories of "Effective" & "Highly Effective" in the individual categories of Parent, Student, and Teacher in the rating of Effective School Leadership in the 2015-16 School Survey.

### **Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote parent leadership and engagement as a key lever for school improvement.</b></li> </ul>  | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p>  |  |
|---|---|---|--|
| <p>Constant sharing and solicitation of Information of pedagogical, organizational, and other resources</p> <ul style="list-style-type: none"> <li>• NYC Teaching Fellows Early Career Teacher Success partnership to increase effectiveness of first year teachers</li> <li>• Professional Development delivered by Teachers College Center for Technology and School Change around Cross-curricular planning and action research for Teachers</li> <li>• District Public data disaggregation and PD for teachers to improve at data-driven instruction</li> <li>• Learning Partners Plus Consortium member to share best practices across seven schools</li> <li>• Teachers College Center for Technology and School Change pilot</li> <li>• Superintendent Office- school-based support by Phillip Paniritis (Social Studies), Judith Gouraige (Science), and others.</li> <li>• Office of Arts and Special Projects- Bronx Borough Arts Director Joanna Berenson's selection of TAPCo as site for Borough Arts PD</li> <li>• Differentiated PD</li> <li>• Ensuring "Creature Comforts" so that my entire school community will become more engaged, empathetic and responsible participants.</li> <li>• New staff lounge</li> <li>• Custodial forms- to Annie</li> <li>• Health &amp; Safety- UFT Executive Committee</li> <li>• Suggestion Box</li> <li>• Office Hours for all Admin</li> <li>• Up to Date Calendars (PD, Performances, Trips, Assemblies, Parent meetings, etc.)</li> </ul> | <p>Teachers and Staff</p>                               | <p>9/8/15 through 6/30/16</p> <p>9/8/15-11/3/15</p> <p>(1st benchmark) cycles until 6/13-end of school year</p> | <p>Principal, Assistant Principals, and Teacher PD Team working with: District Public, Bronx Field Support Instructional Coaches, Office of Arts and Special Projects, Teachers College Center for Technology and School Change, and NYC Teaching Fellows.</p> |

|   |   |   |   |
|---|---|---|---|
| <p>Continue to foster strong and productive collaborations among educators, artists and community members for creating rich interdisciplinary learning opportunities for our students and staff.</p> <ul style="list-style-type: none"> <li>• Cooperative and joint pursuits to increase opportunities and the academic achievements of our students of color, ELL students, and SWD students. <ul style="list-style-type: none"> <li>○ STEM Connect with female scientists of color</li> <li>○ STEMELL program with Lehman College</li> </ul> </li> <li>• Outreach and collaboration with Bronx politicians: <ul style="list-style-type: none"> <li>○ Council Member Torres <ul style="list-style-type: none"> <li>▪ Roof top garden/classroom/performance space SCA site survey conducted with capital funding support by Council Member Ritchie Torres</li> <li>▪ 92Y ATT &amp; CASA Grants to support student design and construction of a \$1.4 M rooftop garden/performance/classroom space</li> </ul> </li> <li>○ US Representative José M. Serrano <ul style="list-style-type: none"> <li>▪ Work with Congressman Serrano for students to increase their understanding and knowledge of Cuba</li> <li>▪ Cuba Study through STEAM <ul style="list-style-type: none"> <li>▪ Cuba Night! Performance representing all Art forms through the lens of Cuba</li> <li>▪ Presentation of Student Work at the Apple Store Soho</li> <li>▪ Presentation of cross-curricular Academic and Arts Presentation as part of the District 10's STEAM Team Critical Friends group of Principals under Superintendent Lindsey</li> </ul> </li> </ul> </li> </ul> </li> <li>• Advocating for support as a Screened School of the Arts (455 students, parents and staff have already signed a petition)</li> <li>• Bring a Jazz at Lincoln Center Instrumental Program to our Middle School (382 students, parents, and staff have already signed a petition)</li> <li>• Pursuing further RESO A technology grants</li> <li>• Bringing International touring artists The Sessions for City-Wide panel for all DOE schools</li> </ul> | <p>Teachers, Parents, Students, Staff, and Members of the Community (parent association, student council and external partners)</p> | <p>9/8/15 through 6/30/16</p> <p>9/8/15-11/3/15</p> <p>(1st benchmark) cycles until 6/13-end of school year</p> | <p>Principal, Assistant Principal, Teacher PD Team working with: STEM Connect, Lehman College, Council Member Torres, Congressman Serrano, School Construction Authority, Division of School Facilities, Bronx Council of the Arts, Parent Association, Jazz at Lincoln Center, Bronx Borough President's Office, and The Sessions.</p> |
|---|---|---|---|

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <p>1. Weekly meetings of Principal with Assistant Principals to assess progress and plan or adjust future visits with collaborators and/or PD.</p> <p>2. Per session will be utilized to pay for professional development and meetings provided on and off-site after school hours by the DOE, consultants, and administration (no per session except for AP).</p> |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|   |  |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|--|
| <b>Part 5a.</b> 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. |  |  |  |  |  |  |  |  |  |  |
| Principal will assess progress of all initiatives at the end of the 1st Semester (1/16) and the end of the 2nd Semester (6/16)  |  |  |  |  |  |  |  |  |  |  |
| <b>Part 5b.</b> In <b>February 2016</b> , 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.
- 
- Continued growth in our PA, SLT and individual parent participation rates in workshops and parent teacher conferences.
- 
- Parent & Art Workshops/Showings

**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.

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By September 30, 2016, 100% of all parents will be registered for an account on PupilPath, with a working email address

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p> |
|---|--|---|--|
| <p>All students and parents will be provided with a registration letter.</p>  | <p>Students and Parents</p>                                    | <p>Sept 2015</p>  | <p>School Leaders</p>  |
| <p>Designate a registration table at the school’s Open House/Parent Teacher Conferences.</p>  | <p>Parents</p>   | <p>Fall</p>   | <p>School Leaders,</p>   |

|  |                      |                         |   |
|--|----------------------|-------------------------|---|
|  |                      | 2015                    | Tech Squad                                |
| All teachers, guidance and dean staff will be constantly monitoring student profiles on SKEDULA. | Students and Parents | Sept 2015-<br>June 2016 | School Leaders, Teachers, Guidance, Deans |
| Create protocols for ensuring that all items of student/parent folder are in place.              | Parents              | Sept<br>2015            | School Leaders,<br>Office Staff           |

**Part 4 – Budget and Resource Alignment**

|  |          |   |                                |  |            |  |                  |  |                   |  |                      |
|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <ol style="list-style-type: none"> <li>Weekly meetings of AP with Deans and Guidance.</li> <li>Per session will be utilized to pay for meetings provided on and off-site after school hours by the DOE, (no per session except for AP).</li> </ol> |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

|  |
|--|
| <b>Part 5a.</b> 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.  |
| <ol style="list-style-type: none"> <li>Percentage reports of registered parents will be printed out on the last Monday of each month by DataCation Administrator.</li> <li>School Leaders will convene to create protocols for checklist that ensures all items of student folders are complete.</li> <li>All teachers, guidance staff, and deans will utilize their weekly Parent Time to identify parents who have yet to register for PupilPath, with a working e-mail address.</li> <li>By September 15, 2015, we have identified 50% as a mid-point benchmark.</li> </ol> |
| <b>Part 5b.</b> 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.

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

|                |   |  |  |   |
|----------------|---|--|--|---|
|                | <p>strategies associated with the Math Regents exams including but not limited to analyzing word problems, solving and factoring equations, identifying how to maximize credit on Part II-IV of the Regents Exam. Middle school students who entered the year identified in the city's bottom 1/3 based on their state Math test scores entered into AIS. Skills and practice include but are not limited to analyzing word problems, solving and factoring equations, identifying how to maximize credit and strengthening basic algebraic concepts.</p> <p>Algebra Regents Prep</p> | <p>ratio is no greater than 5 students to 1 teacher.</p> <p>Targeted students who have sat and failed the ELA regents get after school tutoring in small groups.</p>   | <p>of the official school day.</p> <p>After school Tuesday, Wednesday and Thursday from 3:30-5:15.</p>   | <p>strategies associated with the Math Regents exams including but not limited to analyzing word problems, solving and factoring equations, identifying how to maximize credit on Part II-IV of the Regents Exam. Middle school students who entered the year identified in the city's bottom 1/3 based on their state Math test scores entered into AIS. Skills and practice include but are not limited to analyzing word problems, solving and factoring equations, identifying how to maximize credit and strengthening basic algebraic concepts.</p> <p>Algebra Regents Prep</p> |
| <b>Science</b> | <p>High school students who entered as part of the city's bottom 1/3 where entered into AIS. Students work on skills and strategies associated with the Living Environment and Earth Science Regents exams including but not limited to test taking strategies. Middle school students who entered the year identified in the city's bottom 1/3 based on their state ELA test scores entered into AIS. Skills and practice include but</p>  | <p>In general education classroom ratio is no greater than 10 students to 1 teacher. In special education classroom, ratio is no greater than 5 students to 1 teacher.</p> <p>Targeted students who have sat and failed the Living Environment regents get after school tutoring in small groups</p> | <p>Service is being provided Tuesday, Wednesdays and Thursday from 8:30-9:08 prior to the start of the official school day.</p> <p>After school Tuesday, Wednesday and Thursday from 3:30-5:15</p> | <p>High school students who entered as part of the city's bottom 1/3 where entered into AIS. Students work on skills and strategies associated with the Living Environment and Earth Science Regents exams including but not limited to test taking strategies. Middle school students who entered the year identified in the city's bottom 1/3 based on their state ELA test scores entered into AIS. Skills and practice include but</p>  |

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

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>Guidance Counselor and Social Workers provide mandated counseling as per student IEP.</p> <p>Nurse on staff to address student health conditions such as diabetes, seizures and asthma.</p> <p>Response to Intervention</p> | <p>Individual service, meeting occur periodically, students are reviewed every 6 weeks to check on progress</p> |  | <p>Guidance Counselor and Social Workers provide mandated counseling as per student IEP.</p> <p>Nurse on staff to address student health conditions such as diabetes, seizures and asthma.</p> <p>Response to Intervention</p> |
|--|--|---|--|--|

## 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  | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |  | <b>Non-Title I</b> |

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

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

### 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). |
|  |

**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.).

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. 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 that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name           | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|------------------------|--|---|---|----------------------------------|
|                        |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
| Title I Part A (Basic) | Federal  | 415,442.00  | X   | SEE ACTION PLAN.                 |
| Title II, Part A       | Federal  | 0   | X   | SEE ACTION PLAN.                 |
| Title III, Part A      | Federal  | 11,200.00   | X   | SEE ACTION PLAN.                 |
| Title III, Immigrant   | Federal  | 0   | X   | SEE ACTION PLAN.                 |
| Tax Levy (FSF)         | Local  | 3,635,614.00  | X   | SEE ACTION PLAN.                 |

### **<sup>1</sup>Explanation/Background:**

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

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

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

- 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.

<sup>2</sup>The **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) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

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

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

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

| Part A: School Information   |                    |
|--|--------------------|
| Name of School: <u>TAPCo</u>   | DBN: <u>10X225</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

| Part B: Direct Instruction Supplemental Program Information  |
|--|
| The direct instruction component of the program will consist of (check all that apply):  |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy  |
| Total # of ELLs to be served: <u>31</u>  |
| Grades to be served by this program (check all that apply):  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>2</u>  |
| # of certified ESL/Bilingual teachers: <u>2</u>  |
| # of content area teachers: <u>0</u>   |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: TAPCO currently serves 34 ELL students. This student population has 33 students that list Spanish as their language group, and 1 other. 25 students scored Advanced in the NYSESLAT while 8 scored in the Intermediate category and 1 student scored at beginner. 10 students are in the Middle school (grades 6-8), while 24 students are currently enrolled in our high school. After analysis of NYSESLAT results from the 2013-2014 school years, the TAPCO ESL team found a need to address and support students specifically in the ESL listening portion on the exam. Students who tested Intermediate receives block scheduling in the High school to have extended time daily to address their academic needs. Middle school students (grades 6th-8th) are blocked together in the morning to address skills aligned to the common core curriculum and focus on language acquisition through content areas. Additionally, the class support students learning across content areas and support students in tasks they might have received during the school day. The ESL teacher pulls out high school student's periods 4 and 5 and pushes in to support the 1 Beginner student. All ESL students receive their grade level English Language Arts instruction as well. An instructional supplementary support program named After School ELL Academy was established to assist ESL students. All instruction is delivered in English and new materials were purchased to assist in the after school program using new materials including common core aligned textbooks, and receiving targeted instruction through use of new textbooks and workbook. Students are grouped by grade and NYSESLAT proficiency levels. The after school teacher is fully exposed to both ESL NYSESLAT standards and middle school common core standards. All materials are aligned to the common core. Both the bilingual and ESL teacher meet regularly to design the after school program and share the data from NYSESLAT, classroom and state exams to meet individual needs of their students. Materials ordered for this afterschool program include listening passages for all grades. Instruction skills planned around listening include dictation and note taking, paraphrasing activities and use of organization skills so students can make use of their notes efficiently. A baseline has been created and will be administered at the after school program and students will be periodically assessed to monitor growth and inform the teacher how to modify instruction. Textbook and workbooks purchased are designed for the use specifically for the after school program for only our ELL student population. The ESL teacher meets twice monthly with the ELA department to discuss how the general education teachers are meeting the needs of all learners and share techniques to support ESL learners. Make-Up and Rationale of the After School ELL Academy are as follows:

The After school Academy will service 31 ELL students in grades 6-11. The program will be offered from December to May for 40 sessions. There will be two groups, one group of students in grades 6-8 with 10 students and one group of students grades 9-11 of 21 students. The program will take place Wednesday and Thursday from 2:45-4:00. Teachers include Domenic Branca (ESL Certified) and Arelis Valdez (Bilingual Certified). Wednesday we will service Grades 6 (3 students), 7 (6 students) and 8 (1 student). Thursday we will serve grades 9 (11 students), 10th (7 students), 11th (3 students). Instruction will focus on ELA support specifically in Writing for extended writing assignments in ELA, Social Studies and Science. Reading support will be offered to support content reading in Science and Social Studies. ESL students will receive support in language development, reading comprehension and listening activities in a small groups getting support on content area skills and literacy to improve understanding and develop as learners. Materials ordered for this afterschool program include listening passages for all grades. Instruction skills planned around listening include dictation and note taking, paraphrasing activities and use of organization skills so students can make use of their notes efficiently. A baseline has been created and will be administered at the after school program and students will be periodically assessed to monitor growth and inform the teacher how to modify instruction. Textbook and workbooks

## Part B: Direct Instruction Supplemental Program Information

purchased are designed for the use specifically for the after school program for only our ELL student population.

### Saturday ELL Academy

The Saturday ELL Academy will service 31 ELL students in grades 6-11. The program will be offered from February to April for 8 sessions from 9:00 to 11:00 AM. There will be two groups, one group of students in grades 6-8 with 10 students and one group of students grades 9-11 of 21 students. Teachers include Domenic Branca (ESL Certified) and Arelis Valdez (Bilingual Certified). Instruction will focus on ELA support specifically in Writing for extended writing assignments in ELA, Social Studies and Science. Reading support will be offered to support content reading in Science and Social Studies. ESL students will receive support in language development, reading comprehension and listening activities in a small groups getting support on content area skills and literacy to improve understanding and develop as learners. )Students will be exposed to activities that are similar to the NYSESLAT assessment. Students will work on listening activities, writing activities and reading comprehension activities using fiction and non-fiction text. Materials used include: Continental's New York ELL's series in grades 6-11th as well as instructional materials created by the classroom teachers.

## Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ ESL Coordinator and ESL staff attended several trainings by the Fordham Network, including NYSELAT and LAB training. Staff used the opportunity to analyze student data. ESL team meeting twice monthly to address department needs and ESL coordinator meets weekly with administration to discuss department needs and important department deadline. ESL department will be turn keying the material at a full staff Professional Development as listed on out our school Professional Development calendar. Staff has opportunities to attend ELL specific professional development as offered by New York City and the UFT. School clerical staff attends ELL trainings as offered by the Fordham Network. ESL staff attends ELA school department meetings (high school) with ELA staff to secure best teacher practices. At these meetings teachers develop action plans based on student data and share students work to assess effectiveness. ESL teacher can share ESL methodology and ensure language development techniques are being used in the General Education classroom. For all teachers, we provide a common period of professional development/co-planning embedded in teacher programs this includes co-planning with ESL teachers. Additionally, teachers meet in smaller groups on Monday afternoons as members of their department to develop their data action plans as described above. In addition, all teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. Instructional Lead Teachers meet weekly to discuss the areas of concern at each grade and subject level. Work from teachers is memorialized via dropbox. ESL teachers inform middle school and high school staff to what knowledge and skills are being assessed on the NYSESLAT. ESL teachers plan to help shape instruction to ELL students. Middle school and high school staff members discuss student transition to high school. Additionally, common core state standards are aligned to ease the transition instructionally. Staff is exposed to strategies to assist ELL's and Students with Disabilities which include scaffolding of materials, finding proper resources for students, providing students with language frames that can be used in speaking and writing activities, sentence and paragraph frames, accountable talk strategies. Specific professional development opportunities for ESL staff include the series of professional development opportunities from the Department of English Language Learners and support staff including the following for the 2014-15 school year: 1) Writing Language Objectives for English Language Learners (ELLs) in the Mathematics

### Part C: Professional Development

Classroom /Event: February 6, 2015 from 9:00 AM to 3:00 PM/Attendees: Mr. Branca ESL Teacher, Michael Berkowitz ESL Coordinator ; 2) February ESL Compliance Meeting/Event time: TBD/Held by Fordham Support Organization/Attendees: Michael Berkowitz ESL Coordinator; 3) How to Support ELL Learners in the content areas classroom/Event time: Monday in March after school PD/Attendees: TAPCO staff/Facilitator: Dominic Branca, Michael Berkowitz, and; 4) Questioning Techniques for the ELL Learner/Event time: Monday in April after school PD/Attendees: TAPCO staff/Facilitator: Dominic Branca, Michael Berkowitz.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ TAPCO parents have a bilingual Parent Coordinator available by phone or in person to address any parent questions or concerns. All parent workshops and Parent/Teacher conferences as well as informational sessions and student auditions have translators available in multiple languages including Spanish. There will be a parents of ESL Parent workshop that takes place during a Saturday to assist in increasing attendance. ESL teacher communicates with parents regularly offers translation services or address other parent concern. TAPCO makes every effort to include parents of ELL students as members of the Parent Association. Our bilingual parent coordinator mails home all school documents and information translated into Spanish. Parent Coordinator conducts workshops annually. Topics have included ARIS parent link, fire safety, gang awareness, bullying, homeless and runaway awareness, students with disabilities, the new IEP and student performance access through online pupil path (online grade book). The workshops have Spanish speaker's available to assist in translation as needed. Every month the parent newsletter is published and mailed home. She also assists parents by directing them to various organizations which provide services to address their needs. Parents' needs are evaluated by surveys, phone calls and through conversations with individual students who are experiencing hardships and difficulties. Based on the results of our surveys, we provide activities that will address parent's interests as well as their needs. Because TAPCO is a Theatre Arts School, parents are encouraged to attend student performances. Parent Workshops: 1) Parents will be given training and information on how they can support their children at home as well as information for after school activities to support ELL students in preparation for Spring ELA and Math assessments in the Middle School and Regents prep in the High School/ Saturday January 10th 9-12/Facilitators: Parent Coordinator Lissette Mendoza and Assitant Principal Schaudt; 2) Parent Introduction to NYSESLAT Preparation and State Graduation Guidelines/Saturday Feb 7th 9-12/Parents of ELL students will be invited to learn about the NYSESLAT prep program and learn how they can support instruction at home. High school ELL parent will work with a Guidance Counselor to learn High School Graduation requirements/Facilitators: Parent Coordinator Lissette Mendoza, Guidance Counselor Raul Acevedo, ESL Coordinator Michael Berkowitz & Dream, Believe, Succeed! A Review of the College Planning Handbook for ELL's and their families. Parents of ELL students will be invited to review the DOE College Handbook for ELL's, review their students Regents Results and be introduced to the Afternoon/Saturday Regents Prep program. Facilitators: Parent Coordinator Lissette Mendoza, Guidance Counselor Raul Acevedo, ESL Coordinator Michael Berkowitz.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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

**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 <b>10</b>  | Borough <b>Bronx</b> | School Number <b>225</b> |
| School Name <b>Theatre Arts Production Company School</b> |                      |                          |

### B. Language Allocation Policy Team Composition

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

|   |  |
|---|--|
| Principal <b>Ron Link</b>   | Assistant Principal <b>Mark Schaudt</b>                          |
| Coach <b>Michael Berkowitz</b>  | Coach <b>type here</b>   |
| ENL (English as a New Language)/Bilingual Teacher <b>Norbert Goldberg</b> | School Counselor <b>Jashaun Sadler &amp; Raul Acevedo</b>        |
| Teacher/Subject Area <b>Arelis Valdez</b>                                 | Parent <b>Veronica Rodriguez</b>                                 |
| Teacher/Subject Area <b>type here</b>                                     | Parent Coordinator <b>Lissette Mendoza</b>                       |
| Related-Service Provider <b>Raul Acevedo</b>                              | Borough Field Support Center Staff Member <b>Wladimir Pierre</b> |
| Superintendent <b>Elaine Lindsey</b>                                      | Other (Name and Title) <b>type here</b>                          |

### 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 arts 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 | 1 | 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) | 636 | Total number of ELLs | 42 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

|   |                                       |                                       |                                       |                                       |  |  |
|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|--|--|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>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 checked="" type="checkbox"/> | 7 <input checked="" type="checkbox"/> | 8 <input checked="" type="checkbox"/> | 9 <input checked="" type="checkbox"/> | 10 <input checked="" type="checkbox"/> | 11 <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 # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 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 |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 42 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 4  | <b>ELL Students with Disabilities</b>                     | 19 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 16 | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 22 |

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<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |   |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |   |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     |       | 0 |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     |       | 0 |
| <b>ENL</b>   | 4                                       |      |     | 16  |      | 10  | 22   | 0    | 7   |       | 0 |
| <b>Total</b> | 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<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE<br>_____ |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>        | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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 | ELL   | EP |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 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 | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE<br>_____ |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b>        | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section is for Dual Language Programs Only**

|  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | Number of students who speak three or more languages: _____ |
|--|---|

| 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  |          |          |          |          |          |          | 5        | 2        | 6        | 9        | 9        | 3        | 1        | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## 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 |
| <b>Entering</b><br>(Beginning)                                   |   |   |   |   |   |   |   |   |   | 1 |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            |   |   |   |   |   |   | 1 |   | 1 |   |    | 1  |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      |   |   |   |   |   |   | 1 | 1 | 2 | 3 | 2  |    | 1  | 0     |
| <b>Expanding</b><br>(Advanced)                                   |   |   |   |   |   |   | 3 | 1 | 3 | 4 | 6  | 2  |    | 0     |
| <b>Commanding</b><br>(Proficient)                                |   |   |   |   |   |   | 2 |   |   |   | 2  | 2  | 1  | 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     |

| 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  |   |   |   |   |   |   | 3 |   | 4 | 1 | 2  | 3  | 1  | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       |         |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 4       | 3       |         |         | 0     |
| 7       | 2       |         |         |         | 0     |
| 8       | 6       |         |         |         | 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        | 6       |    | 1       |    |         |    |         |    | 0     |
| 7        | 1       |    | 1       |    |         |    |         |    | 0     |
| 8        | 4       |    | 2       |    |         |    |         |    | 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 | 3                          |               | 0                           |               |
| Integrated Algebra/CC Algebra         | 7                          |               | 5                           |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry                |                            |               |                             |               |
| Math _____                            |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    | 14                         |               | 5                           |               |
| Physics                               |                            |               |                             |               |

| 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 | 8                          |               | 2                           |               |
| Geography                    |                            |               |                             |               |
| US History and Government    | 2                          |               | 0                           |               |
| LOTE                         |                            |               |                             |               |
| Government                   |                            |               |                             |               |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.  
TAPCo is an Intermediate/High School and do not currently have any early literacy issues. The majority of ELL students at TAPCo are long term. We also see students not performing up to standard and passing Regents Exams. As a result targeting Regents prep and Middle School state prep is part of the school's instructional plan. Secondly, targeted Professional Development will occur between ESL and General Education staff to ensure the needs of all learners are being met in the planning/creation of lessons, documented in lesson planning and seen during instruction of the ESL population in classes ending in Regents exams.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
After reviewing the NYSESLAT data school wide it reveals that 62% of the ELL population fall in the Expanding or Commanding category, while 69% of the ELL population fall into Transitioning/Expanding categories. These finds have been used to address groupings of students by the ELL teacher in an effort to create assignments that meet the needs of the individual student. Assignments are differentiated based on where the students current NYSESLAT category.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data from AMAO reveals that TAPCO had 9 students attained profficiency or 21.43% of all ELL population at TAPCo. 5 Students from the high school attained profficiency. The department will look at stratagies that where successful in the high school, particularly in the area of reading and writing profficiency to explore how to infuse them into Middle school instruction at TAPCo to look to increase AMAO success rate in grades 6-8.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

ELL student performance on the NSYESLAT has not equated successfully on the ELA and Math state exams in grades 6-8. In grades 6-8 12 of 15 students or 80% scored a level 1 of their ELA state exam. 11 of 15 students, or 73.3% of student scored a level 1 on their

state exams. In the high school ELL students sat for a total of 25 Regents exams. A total population, ELL students passed 13 exams and failed 12 in exams ranging from Living Environment, Global History, Algebra, Geometry, U.S. History and ELA Regents. The school is using results of the city wide baseline assessments to measure student progress against other school populations, (Special Education, General Education, etc.). ELL teachers are grading assessments cooperatively and collaboratively with general education teachers. Results of the baselines are being used to drive co-planning with ESL and general education teachers. Lessons and classes are being adapted to address reading and writing skills of students. Native language is being used by the ESL teacher as necessary via the multilingual ESL teacher as well as adapted materials i.e glossaries and dictionaries.

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](#).]

Not Applicable (RTI)

6. How do you make sure that a student's new language development is considered in instructional decisions?

Although many of our ELLs are born in this country their language development is impacted by their environment. The school offers student and parent's letters and information in their native language, as well as interpreters as needed. Of the 11 long term ELL's many come to the school already in excess of 6 years of ELL service. At this stage it is important to develop the English language as quickly and efficiently as possible so they can be successful in high school and beyond. Co-Planning takes place between ESL staff and general education staff. Their planning sessions are documented in lesson plans that address the instructional needs of sub groups of learners including the ESL student. ESL staff contributes to department meetings to communicate with general education staff the specific needs of their ESL population.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Not Applicable (Dual Language)

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

The school is currently in good standing. The good standing indicates that we have met AYP for all its subgroups including ELLs. ESL staff meet's regularly to evaluate program successes and use new data results on year end assessment and State exams to evaluate success. ESL coordinator meets regularly with administration to evaluate success of programs and consider changes and adaptation that need to made to increase results of ESL learners.

## 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.

Students are initially identified as ELLs based on the records provided or during the school interview process. Parents of students who fall into this category and are new to the NYCDOE are given the Home Language Survey, administered by a licensed ESL teacher or the parent coordinator, in the language the parent speaks. In addition to the ESL teacher, TAPCo employs many multi-lingual pedagogues that assist students in the administration NYSITELL and LAB-R as necessary. There is an informal oral interview that takes place with incoming families and students new to the school led by a licensed pedagauge. This interview takes place within 10 days of a new students enrollment. The Home Language Identification Survey is completed by a licensed pedagauge. For Spanish speaking ELL's an informal oral interview is conducted.

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).

Parents and children are given a home language survey with the administration being conducted by a license pedagauge. If it is determined that a student qualifies as a SIFE steps are taken to determine what or if a specific program is suitable for the child. During the parent orientation, parents are informed of the various programs ELL programs offered by the city. While TAPCo presently offers an ESL program only, if enough parents choose a TBE or DL program, steps are taken to provide it. If indicators of the HLS identify the student as a possible ELL, the LAB-R is administered. Based on that score, the student is placed in an ESL program for language acquisition services or in a general program if he/she received a grade of proficient. TAPCo uses a SIFE questionnaire when evaluating SIFE students within 30 days.

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).

The English Language Learner (ELL) Identification Process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student's home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

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.

Student records are reviewed periodically for Parent Survey and Program Selection Forms. In addition, the ELPC screen and BESIS report is updated accordingly. Administration and ESL department team aided by clerical support. Correspondance with parents occurs in families home language . Entitlement and non-entitlement letters are sent out and distributed to parents and students

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).

School letter is printed and kept on file with the Parent Coordinator and with the ESL Coordinator. Parent's are informed directly during the enrollment process. Additionally parents attend an ENL Parent workshop annually to be informed of their child's progress and as their rights as an ESL parent. Parent and students who are above 18 years of age are notified by the ESL coordinator of their right to appeal within 45 days. Correspondance is made with the parent coordinator to ensure they are reached out to in their home language. Copies of these letters are kept on file with the ESL coordinator with ESL student records.

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.

All of our parents of ESL children have requested the service. Program models are offered at our school aligned with parent requests. Parents workshops for ESL parents are conducted annually at the school led by the ESL coordinator and the Parent Coordinator. ESL parent workshops and discussions with parents happen throughout the year during Parent/Teacher conferences and during designated teacher times to reach out to parents. Based on the ESL students standing on the NYSESLAT exam, parents are informed of their child's new program for the school year and what services or accommodations their children are entitled to. Responsible staff include ESL department teachers, ESL coordinator and administrator in charge of ESL. ESL staff members have the appropriate certifications. All correspondances with the parents are conducted in their home language. If parent surveys are not complete their child is placed by default in a bilingual program.

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.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent coordinator collects the Parent Surveys and Program Selections. The students that bring in their forms are documented on a Google Doc. The Parent Coordinator calls and sends home letters stating the urgency of getting the forms into the school if they are not returned in 48hours. ESL coordinator keeps returned letters on file in students records. All correspondence is done in the families home language.

9. Describe how your school ensures that placement parent notification letters are distributed.

The ESL Coordinator ensures placement parent notification letters are mailed home and handed to the student to give to parents. A telephone call is also placed by the ESL Coordinator [in conjunction with the Parent Coordinator] to parents to inform them of the arrival of these documents and the importance of returning them immediately. All correspondance is conducted in the families home language.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Files are maintained by the ESL coordinator and by the Secretary in the Cumulative Record.

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.

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

Listing and Reading answer documents are hand delivered to the Borough Assessment Officer on the due date, Speaking and writing tests are hand delivered to the Borough office on the due date. Testing and ESL coordinator attend annual testing Professional Development to make sure the exam is administrated in accordance with State law. 2 weeks are blocked out of the program and liscenced pedagouges are given a testing schedule to ensure all exams are administrted properly. All testing items are kept in a secure room. Student who are absent are given make up times to take the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. The ESL Coordinator ensures entitlement letters and transitional support parent notification letters are both mailed home and handed to the student to give to parents. A telephone call is also placed by the ESL Coordinator [in conjunction with the Parent Coordinator] to parents to inform them of the arrival of these documents and the importance of returning them immediately. All correspondence with the parent's are done in families home language.
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).  
All of our parents of ESL children have requested the service. Program models are offered at our school aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.  
In grades 6-8, students with ENL service are blocked together per grade. As a result students can receive Push in ESL service with no disruption and full inclusion into the General Education curriculum. Students are in classes that are heterogeneously grouped and are grouped in their general education classes based on results of data based assessment and city and state assessment results. In the high school students receive push in service throughout the day and Pull out service for those required based on NYSESLAT results have a stand-alone class together.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?  
ESL and programmer met to ensure that new mandates for students based on NYSESLAT results were being met. All ENL students are receiving ELA in their general education classes in grades 6-12. All students required to have stand alone ENL are programmed intot heir schedules.
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.  
Content areas are taught by teachers certified in those areas who employ instructional strategies such as scaffolding, background, prior knowledge, vocabulary instruction, group and individual practice of all skills and phonic awareness supported by the push-in ESL teacher.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
Based on their home language surveys, currently all TAPCo students have a home language of Spanish. The ESL coordinator, school programmer and administrator in charge of testing make sure all appropriate assessments are ordered in Spanish and with the testing coordinator make sure those students entitled recieve these assements at the time of testing.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Specific, aligned common core based NYSESLAT materials have been used so students can progress in all 4 modalities evaluated for the exam. In addition, an after school program which provides homework assistance and NYSESLAT test preparation focuses on delivering instruction in support of reading, writing speaking and listening. Additionally, ESL teachers have the opportunities to co-plan with general education teachers so specific strategies and resources can be included in general education lessons.

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

Teachers embed in their lesson plans type of co-teaching used in lesson and rationale for choice in type of co-teaching. In addition co-planning is done so resources can be ordered that have different access points for all learners. Former ELL's up to two years are provided slight scaffolding and organizational tools. Long term ELL's are given direct feedback as to next steps based on teacher conferencing and feedback. As per CR Part 154.2 students are placed into appropriate program model. Instruction is adapted to meet the needs and establish entry points for all learners. Different types of readings, organizers, writing prompts, sentence starter are created depending if the student is a newcomer, developing or long term ELL. Additionally, testing accommodations are given to the ESL student based on eligibility.

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.

While the appeal process in place, students receive the same support they would receive if they were classified an ELL. This ensures that if an error in the determination was made or the reversal is denied the student is supported throughout the process.

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?

ELL and teachers of Students with Disabilities co-plan with general education teachers whereas curriculum maps are created, lesson plans are adapted and materials scaffolded in an effort to meet the needs of all learners. Adapted lesson are often stored using the Atlas Curriculum Maps online system. Teacher's also use technology and cater lessons using varied entry points (art, maps, movies, documentaries etc.). The Special Education coordinator ensures all ELL-SWD students receive their mandates service in accordance with their IEP's by reviewing all student and programming accordingly. Special Education Coordinator makes sure reviews are conducted in a timely manner, ESI and SPED department teachers meet weekly to discuss student's individualized needs.

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?

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

Chart

**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 <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> other approved services* |
| TOTAL  | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week   | 180 minutes per week  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL teacher |   | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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(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. 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.

Chart

**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   | <u>STAND-ALONE ENL</u><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <u>INTEGRATED ENL</u><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies   |  |   |
| STAFFING/ PERSONNEL  | <u>STAND-ALONE ENL</u><br>K-12 Certified ESOL Teacher  |   | <u>INTEGRATED ENL – 1 Dually Certified Teacher</u><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u><br>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.

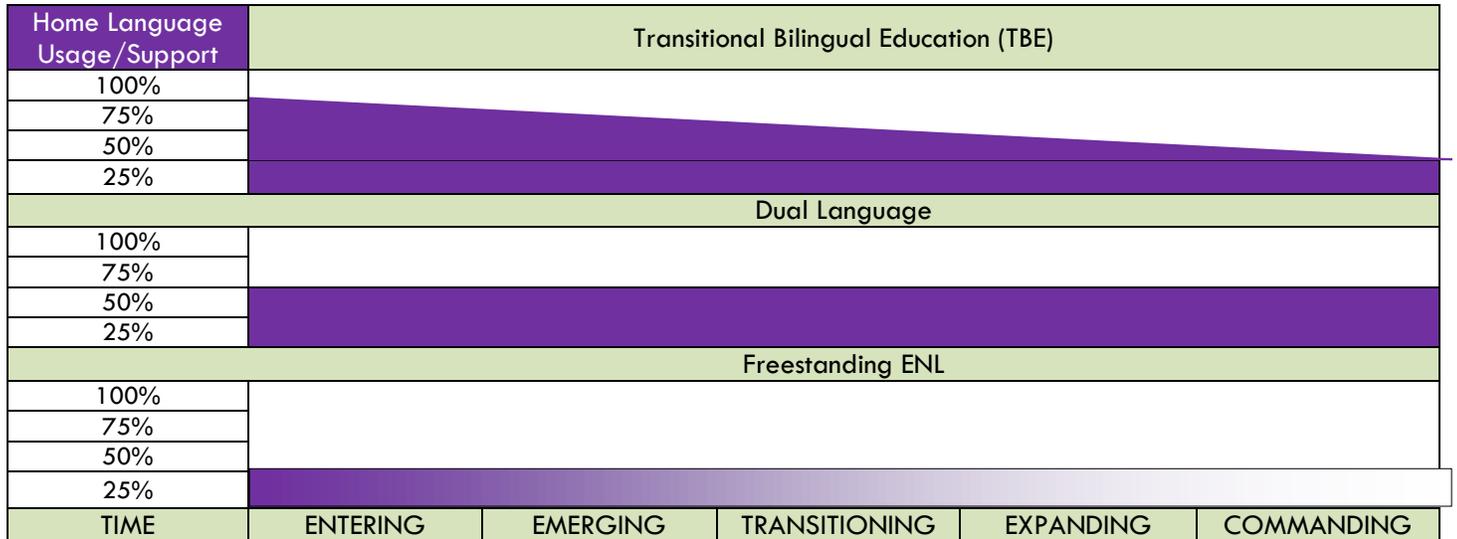


\*Note “other approved services” does not apply to New York City at this time.

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. As part of our data analysis related to instructional best practices, we have concluded that our ESL population needs additional assistance in math (both middle and high school) and social studies (high school). ELL students in particular seem to struggle with the reading and interpretation of questions. This becomes a great obstacle for them when they take state exams. To that end, they are provided with extra supports such as regents prep three days a week after school and on Saturdays, home work/study club (ESL Club) and advocacy meetings with a teacher once a week. Translation dictionaries and glossaries by subject are also made available to them for use in class, during exams and at home. Also, scaffolding, background, prior knowledge, vocabulary instruction, practice of all the skills and phonic awareness are teaching strategies employed by all of our teachers who have ESL students in their classes. Teacher and ESL teachers integrate native language when appropriate.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current model of ESL service of self-contained allows for students to get individualized support on skills needed for NYSELAT while assisting students adapt and have success in the general education classroom. Student progress is monitored by analyzing report card grades six times a year, and credit accumulation data twice a year, and yearly on NYS exams.
12. What new programs or improvements will be considered for the upcoming school year?  
We are considering introducing Imagine Learning for our ELLs for additional AIS
13. What programs/services for ELLs will be discontinued and why?  
No ELL programs will be discontinued for this coming school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students are given equal access to the full general education curriculum, in addition to all after school programs and art performances.
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.  
In terms of technology, students are allowed access to the same computer labs and media programs as any other student in our school. The ESL teacher consults with subject area teachers about language acquisitions strategies. Materials used include Connected Math 3, Scholastic Code-X curriculum aligned with the common core state standards.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In ESL native language support is delivered through the use of materials such as dictionaries, glossaries, and content reading passage translation as needed.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
School administration as well as lead teachers periodically review materials and texts for grade and age appropriateness. ELL's are supported in order for them achieve at grade standard.
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).  
During student enrollment and throughout the audition process, parents of ELL's and incoming ELL students have the opportunity to speak to the appropriate ELL pedagogue as well as receive additional information regarding the ELL programs offered at TAPCo. Students also participate in a program with Lehman college in which teacher's in pursuit of the master's degree in Education work in small groups with ELL and Special Education students
19. What language electives are offered to ELLs?  
ELL's are currently offered the foreign languages offered to general education students. This year the school offers Italian.
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)?

Not Applicable.

## 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.)
  1. For all teachers, we provide a common period of professional development/co-planning embedded in teacher programs. Teachers meet in smaller groups based on subject area/grade/ or particular student. In addition, teachers are trained in differentiation of instruction to facilitate the teaching of special needs students, including ELLs. Each subject area team gets together to conduct item analysis of state exams to determine students' strengths and weaknesses and to drive instruction for improving these areas. Instructional Lead Teachers meet weekly to discuss the areas of concern at each grade and subject level. Inquiry spaces have also been set up by each department in both the middle and high schools as a forum for colleagues to share information and to gather resources to help them develop their practice across content areas. For all other members of the school community Professional development opportunities are offered for school administration, school paraprofessionals, school guidance counselors, parent coordinator and members of the School Based Support Team.
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?
  2. ESL teacher has the ability to partake in all Professional development offered at the school throughout the year. In addition, ESL teachers are informed via email to all Professional Developments offered by our schools support network, city wide and UFT run PD's. Instructional PD's are offered that are aligned to common core state standards to ensure ESL students receive rigorous instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. ESL teachers inform middle school and high school staff to what knowledge and skills are being assessed on the NYSESLAT. ESL teachers plan to help shape instruction to ELL students. Middle school and high school staff members discuss student transition to high school. Additionally, common core state standards are aligned to ease the transition instructionally. Guidance Counselors attend monthly trainings which include how to best support ESL parents as well as Parent Coordinator workshops and trainings for ESL coordinator. Guidance Counselor's are offered ESL PD to assist in helping parents and students.
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.
  4. Staff is exposed to strategies to assist ELL's which include scaffolding of materials, finding proper resources for students, providing students with language frames that can be used in speaking and writing activities, sentence and paragraph frames, accountable talk strategies. ESL teacher keep their own records subject to review of their professional activities. School led Professional Activities are housed on the school website. Resources remain for teachers to keep for records.

### 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?

Parent meetings happen once a semester with the parents and the student present. In that meeting, lead by the ESL Coordinator and in conjunction with the ESL Teachers, we discuss goals and progress that the student has made. We use current grades, latest NYSESLAT results, and teacher observations to determine action plans for the student. The ESL Teacher speaks Spanish and translates to the parents all the information shared.

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.

Parents are contacted by the Parent Coordinator by phone and a letter is sent home. Parents are encouraged to come to the school to meet but are given the option to conduct a phone conference if they can not meet at the school. All contents of the meeting are recorded and stored in the students cumulative records. All parent correspondences are logged in a parent outreach log.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There is an ESL parent workshop for all parents of the school in which we inform all Parents of students right. There has been past ESL parent membership on TAPCo Parent Teams. Every year the Parent Coordinator reaches out to parents of ESL students via letters in English and Spanish, as well as makes phone outreach to personally invite parents to join the SLT.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? TAPCo works with and gets workshop materials through the New York City Department of Education
5. How do you evaluate the needs of the parents?

Parent needs of ELL's are evaluated through direct feedback from ELL parents to the school's Parent Coordinator, ESL teachers and school administration. ELL Coordinator meets regularly with school administration to communicate needs of the parent to the school.

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

### 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.

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



School Name: **TAPCo**

School DBN: **10x225**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT)      | Title   | Signature | Date (mm/dd/yy) |
|-------------------|---|-----------|-----------------|
| Ron Link          | Principal   |           | 10/27/15        |
| Mark Schaudt      | Assistant Principal                                   |           | 10/27/15        |
| Lisette Mendoza   | Parent Coordinator                                    |           | 10/27/15        |
| Norbert Goldberg  | ENL/Bilingual Teacher                                 |           | 10/27/15        |
|                   | Parent  |           |                 |
| Michael Berkowitz | Teacher/Subject Area                                  |           | 10/27/15        |
|                   | Teacher/Subject Area                                  |           |                 |
|                   | Coach   |           |                 |
|                   | Coach   |           |                 |
| Raul Acevedo      | School Counselor                                      |           | 10/27/15        |
|                   | Superintendent  |           |                 |
|                   | Borough Field Support<br>Center Staff Member<br>_____ |           | 1/1/01          |
|                   | Other _____   |           | 1/1/01          |
|                   | Other _____   |           | 1/1/01          |
|                   | Other _____   |           | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **1** School Name: **TAPC**  
Superintendent: **Elaine**

### 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](http://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

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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 reveals that parents of TAPCo parents prefer written and oral communication in English or Spanish, as a result all written communication to the home from the school is sent in English and in Spanish. We have a bilingual Parent Coordinator, School based support team and several members of the general education TAPCO staff available to translate for faculty and parents. Student emergency cards are collected at our school and preferred home language information is transered to online systems such as SESIS and Pupilpath so teachers and staff are aware of families home language preferences.

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.

Languages include English, Spanish, Vietnamese, Albanian,

## 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.)

Welcome letter  
Summer materials letter  
Parent teacher Conference Letters  
School Newsletters  
Testing Announcements  
Performance Task Announcements  
Lock Down/Safety Announcements  
Summer School information  
Parent Workshops  
Art Performance Announcements

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.

Welcome, New Student Orientation  
Open House for new students  
Art Auditions  
IEP Confernces  
Parent/Teacher Conferences  
Parent picking up child early from school  
Art Performances  
SLT Committee  
Dean's visit

## Part C: Providing Language Assistance Services

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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.

The bilingual Parent Coordinator translates and sends documents to all families in English and Spanish.

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.

4 Members of the office staff are billiingual in English and Spanish. Our main entrance is monitored by school saftey which has several billiingual members. When transation service is needed for languages outside on English and Spanish it is requested in advance by submission of Department of Education request form and scheduled by the ESL coordinator. Due to diversity of staff Parent transation needs are met via in house interpreters. When a language other then English and Spanish is requested the school has used over the phone interpreters.

#### **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.)

Translation brochure, language ID Guide , Language Palm Card are held with the ESL coordinator. Announcement are made at staff meeting to inform staff to notify ESL Coordinator how and when translation service is needed.

#### **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

In addition to the above, we provide parent visitors to the Main Office a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. Translated versions of this document, in the covered languages. We also post near our primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

## **Part F: Monitoring and Quality Control**

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

Parent Survey is used to assess how effective the school is at meeting the needs of all parents including those parents that speak a language other than English in the home.