



**2015-16**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

<b>DBN: (i.e. 01M001):</b>	<b>07X298</b>
<b>School Name:</b>	<b>ACADEMY OF PUBLIC RELATIONS</b>
<b>Principal:</b>	<b>AMY ANDINO</b>

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Academy of Public Relations School Number (DBN): 07X298  
Grades Served: 6,7,8  
School Address: 778 Forest Avenue, Bronx, NY 10456  
Phone Number: 718-665-8866 Fax: 718-401-0051  
School Contact Person: Maria Terracciano Email Address: Mterracciano@schools.nyc.gov  
Principal: Amy Andino- Flohr  
UFT Chapter Leader: Erika Maldonado  
Parents' Association President: Antonio Soto  
SLT Chairperson: Maria Terracciano  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): N/A

**District Information**

District: 07 Superintendent: Elisa Alvarez  
Superintendent's Office Address: 501 Courtlandt Avenue, Room 102, Bronx  
Superintendent's Email Address: ealvarez@schools.nyc.gov  
Phone Number: 718-742-6500 x1 Fax: 718-742-6548

**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: 718-828-7776 Fax: 718-828-3113

## 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 School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Amy Andino-Flohr	*Principal or Designee	
Erika Maldonado	*UFT Chapter Leader or Designee	
Antonio Soto	*PA/PTA President or Designated Co-President	
Milagros Bourdon	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jaime Geib	Member/ Teacher	
Lauren Wexler	Member/ Teacher	
Maria Terracciano	Member/ Teacher	
	Member/ Teacher	
Elmys Marrero	Member/Parent	
Brenda Moore	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Veronica Gerena	Member/ Parent	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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 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.

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

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## **Accountability Tools 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 informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### **NYSED’s Six DTSDE Tenets**

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

### **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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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.

The Academy of Public Relations (APR) is a middle school in the South Bronx where learning is a real world experience, teachers care beyond education and students develop a purpose. Founded in 2005, the Academy of Public Relations is a New York City Department of Education middle school, encompassing grades six through eight, approximately 310 students. The demographics of APR is as follows: 54.52% girls and 45.48% boys, ELL population is approximately 22.26%, Students with IEPs population is approximately 28.06%. 72.58% of the school's population is Hispanic and approximately 25.81% is African American. This shows the diversity that The Academy of Public Relations contains. APR's curriculum is a high school preparatory program with special emphasis on public speaking. All students at APR explore content areas through the lens of presenting information to a particular audience. The faculty and staff of APR are dedicated to the proposition that all children can learn and are entitled to do so in a safe and healthy environment that fosters curiosity and self-esteem.

### **Strategic Collaborations**

The Academy of Public Relations is proud to partner with: ASPIRA, an after school program that helps students develop academically and socially through the use of art, games, and engaging curriculum. Achieve Now Academy, a grant which focuses on our highest needs students and holdovers. Specifically, the Achieve Now Academy gives attention to our 8th graders, ensuring their success in High School by skills based and small group instruction. Middle School Quality Initiative (MSQI), is a curriculum that focuses our kids around key grade level vocabulary and independent thinking through cross content word studies. Marquis Studios, is an arts focused program that allows students to express themselves through: music, dance, poetry, and technology. At the Academy of Public Relations, we believe in consistent revision. We assess ourselves often as a school to identify our strengths, accomplishments, and challenges. Using the Quality Review, Middle School Quality Snapshot, and School Quality guide we determined our:

### **Strengths**

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

### **Accomplishments**

During the 2014-2015 school year, student attendance was 92 percent. A survey of students, parents, and teachers found that APR obtained a "good" rating in the areas of school assessment of student learning, clear communication of expectations to students and staff, teacher collaboration. The average pass rate for courses in Math, English, Social Studies, and Science was 94 percent. According to the parent, student, teacher satisfaction survey, 80 percent of students feel that their school offers enough variety of programs, classes, and activities to keep them interested in school, and finally 97 percent of parents are satisfied with the education that their child has received.

## Challenges

Improvement by English Language Learners on the State English tests compared to other students who scored at the same level last year received a “good” rating. Improvement by English Language Learners and Student with Special Needs on the State math test compared to other students who scored at the same level last year received a “good” rating. Movement of students with special needs to less restrictive environments received an “excellent” 2014-15 CEP rating.

**The areas in which the Academy of Public Relations made the most growth was** in making adequate yearly progress with our students with disabilities as evidenced the Middle Schools Quality Snapshot. The foci for this school year is: By June 2016, we will grow our attendance from 92% to 97%. By April 2016, we will make progress with our students in the lowest 1/3. By April 2016, the amount of students in the +75th growth percentile will increase from 13.9% to 23.9% in ELA and from 10.6% to 20.6% in Mathematics. By April 2016, the percentage of students who met state standards in ELA (5%) and Mathematics (5%) will increase by 12%, from 5% to 17%.

**07X298 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	352	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	17	# SETSS	N/A	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	17	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	88.5%	% Attendance Rate			90.7%
% Free Lunch	86.0%	% Reduced Lunch			1.4%
% Limited English Proficient	30.0%	% Students with Disabilities			25.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.3%	% Black or African American			24.2%
% Hispanic or Latino	74.9%	% Asian or Native Hawaiian/Pacific Islander			0.3%
% White	0.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			3.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	1.0%	Average Teacher Absences (2013-14)			7.18
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	4.9%	Mathematics Performance at levels 3 & 4			4.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			12.6%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			69.6%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			X
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	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		NO
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		NO
Economically Disadvantaged	NO			
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		NO
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	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

**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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 3 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<p>Strengths:</p> <ul style="list-style-type: none"> <li>Content teams meet weekly to collaborate on common pacing and planning to ensure teacher best practices</li> <li>Each core subject administers pre and post benchmarks at the beginning and end of each unit and uses the data to create next steps based on student needs</li> <li>Formative Assessment data is used not only for student conferencing but for instructional coaches conferencing with teachers to boost student achievement</li> <li>Interdisciplinary team meetings and professional development</li> </ul> <p>Weaknesses:</p> <ul style="list-style-type: none"> <li>Pacing is not visible to students, students would have more ownership of their work if they were able to see what lies ahead in each course, ie: syllabus</li> </ul>		

- Student growth in benchmark data will increase due to teacher use of data in real time with technology, giving immediate feedback to students
- Benchmarks and formative assessments will be administered in non-core classes

### **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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will show an increase of 100 percent in weighted MOPT scores in domain 2a of the Danielson Framework.

### **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)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Research-Based Instructional Programs</u></p> <ul style="list-style-type: none"> <li>• Robert Marzano’s book, <u>Formative Assessment &amp; Standards-Based Grading</u> , will be used as guide on how to design and interpret three different types of formative assessments, how to track student progress, and how to assign meaningful grades</li> </ul>	<p>Teachers</p>	<p>August - June 2016</p>	<p>Administration, coaches, team leaders</p>

<ul style="list-style-type: none"> <li>● Mike Schmoker- Focus: Elevating Essentials</li> <li>● PD on using data to form student groupings (consulting)</li> <li>● APR Retreat and APR Summer Institute- planning ahead for the 2016-2017 school year</li> <li>● Summer co-teaching initiative- co-teachers will have time to build relationships, plan curriculum and classroom norms</li> <li>● PD on using technology and the google school- wide system</li> <li>● PD Achieve 3000 Reading Software</li> </ul>			
<p><u>Student Needs</u></p> <ul style="list-style-type: none"> <li>● Students will participate in Academic Discourse across contents and become well-versed in discussion norms and incorporating accountable talk into daily conversation</li> <li>● Universal Design for Learning</li> <li>● Teachers will provide students with Multiple Entry Points to ensure access to all curriculum for all students</li> </ul> <p>Differentiation for reading levels (especially for students with disabilities and emerging bilingual students) Use of Achieve 3000</p>	Students	August - June 2016	teachers, coaches, team leaders, administration
<p><u>Programs</u></p>	Students, Parents	August - June 2016	teachers, coaches, team leaders, administration

<ul style="list-style-type: none"> <li>● The Humanities team will implement the Expeditionary Learning curriculum, ensuring students are college and career ready through the analysis of common core texts</li> <li>● The math team will continue to implement CMP3</li> <li>● APR will remain an MSQI school, students will participate in a daily course of STARS where MSQI is implemented</li> <li>● Based on 2014-2015 data, students will be selected to participate in the Achieve Now program after school September - May</li> <li>● APR is partnered with the ASPIRA program for students to participate in extracurricular learning</li> <li>● Portal- Castle (Standards Based software program)</li> </ul> <p>Achieve3000 reading software for ELLs and SWDs</p>			
<p><u>Parental Engagement:</u></p> <ul style="list-style-type: none"> <li>● Monthly Principal's Luncheon</li> <li>● Parent Workshop at District Level</li> <li>● Parent coordinator Café (ex: resume building, Technology lessons, English lessons, etc.)</li> </ul> <p>Parent Teacher Workshops</p> <ul style="list-style-type: none"> <li>● Computers For Youth</li> </ul>	<p>Parents</p>	<p>August - June 2016</p>	<p>teachers, coaches, team leaders, administration</p>

<ul style="list-style-type: none"> <li>● School Messengers-Parental Outreach</li> <li>● Invitations to classroom activities such as debates, presentations and/or performances</li> </ul> <p>Google Drive Portal</p>			
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**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.											
Tax Levy funds will be used in combination with Title 1 funds for parent workshops and monthly principals’ luncheons.											
Tax Levy funds will also be utilized to purchase software/technology and materials to support instructional strategies indicated above to improve SOP 3.5 (Rigorous Instruction).											
NYSTL funds will be utilized (indicated as “other”) to purchase curriculum materials needed to align instruction to CCLS and school goals.											
C4E funds will be used to support the instructional coaches who will provide professional development around SOP 3.5 (Rigorous Instruction) and school wide instructional focus.											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.											
January, 2016											
<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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 5 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
Based on 2014-2015 school data and teacher/student surveys		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.</p>
<p>By June 2016, 20% of student surveys will indicate an improvement in their socio-emotional middle school experience.</p>

**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 supportive environment and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Research-Based Instructional Programs</u></p> <ul style="list-style-type: none"> <li>• Differentiated study groups around excerpts from the following books: <u>What a Writer Needs</u> by Ralph Fletcher, <u>What Really Matters for Struggling Readers</u> by Richard Allington, <u>When Kids Can't Read</u> by Kylene Beers and <u>Integrating Differentiated Instruction and</u></li> </ul>	<p>Sept. 2015- June 2016</p>	<p>Sept. 2015- June 2016</p>	<p>Grade teams, Department teams and coaches</p>

<p>Understanding by Design by Carol Ann Tomlinson and Jay McTighe</p> <p>Instructional coaches to provide feedback aligned with Dough Lemov’s book <u>Teach Like a Champion</u> and <u>A Handbook for Classroom Instruction that Works</u> by Robert Marzano et. al</p>			
<p><u>Student Needs</u></p> <p>A variety of sports teams to offer choice to students , both male and female, to increase a sense of ownership around socio-emotional middle school experience.</p>	Students, Athletic Coach	Sept. 2015- June 2016	Athletic Coach, Administration
<p><u>Engaging Families</u></p> <p>School-wide functions that celebrate students’ success but also offer choice to students who are gradually improving in various areas of school life- Attendance Ceremonies, Dances, Thanksgiving Feasts, SGA (Student Government Association), Game Days, Faculty vs. Student games, Field Day</p>	School, Students, Parents	Sept. 2015- June 2016	Guidance team, Parents, Parent Coordinator, Administration

**Part 4 – Budget and Resource Alignment**

<p><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> <p>Tax Levy funds will be used to support professional development needs as they relate to school wide goals in the area of SOP 5.5 (Supportive Environment). These funds will include the purchase of instructional materials including but not limited to books, training rate for teachers, per session, registration fees/accommodations for training, uniforms, trophies/pins/medals, school community paraphernalia, incentives, etc.</p> <p>PTA funds will be used in accordance with Chancellor’s Regulations C-660 and its use to support the identified school wide goals will be decided by the executive board of the PTA and/or the general membership of the PTA.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>P/F Set-aside</b>	X	<b>21<sup>st</sup> Century</b>		<b>C4E</b>

	<b>Title I 1003(a)</b>		<b>Title III</b>		<b>PTA Funded</b>	X	<b>SIG or SIF Grant</b>		<b>School Success Grant</b>		<b>Other</b>
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**Part 5 – Progress Monitoring**

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

We will monitor the progress of this goal by looking closely at the student surveys administered in the beginning of the scholastic year.

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

<b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</b>		
<ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 4 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<b>Part 1b. Needs/Areas for Improvement:</b>		
<ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
Multiple entry points provide all students access to the same information. This looks like, the teacher giving students a choice of different color paper, bigger font, and/or the use of sentence starters.		

**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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016, teachers will show an increase in weighted MOPT scores by 10%

**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 teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Research-Based Instructional Programs</u></p> <ul style="list-style-type: none"> <li>• Universal Design for Learning will enable teachers to develop a curriculum that provides all students with equal opportunities to learn</li> <li>• The research-based practices developed by Marilyn Friend will be implemented to improve co-teaching effectiveness</li> </ul>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Parents, Students, Teachers</p>

<p>Teachers will participate in Professional Development sessions which include excerpts of Carol Tomilson’s book <u>Integrating Differentiated Instruction and Understanding By Design</u></p>			
<p><u>Strategies To Address Students With Disabilities And English Language Learners</u></p> <ul style="list-style-type: none"> <li>● MSQI-that focuses on key grade level vocabulary and independent thinking through cross content word studies</li> <li>● SPED teachers will attend ICT PDs and turnkey information to Gen Ed teachers at content and grade team meetings</li> <li>● Through the Learning Partners Program teachers will participate in Inter Visitations with highly effective schools who have effective teachers that can share best practices around instruction, management, and lesson plan development via observation, modeling, and debriefs.</li> </ul> <p>Teachers will utilize various differentiated materials to embed UDL, such as translated materials, checklists, larger font sizes, visuals, and blended learning/ technology.</p>	<p>Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, Instructional Coaches, Special Education Team</p>
<p><u>Strategies To Promote Teacher-Parent Collaboration.</u></p> <ul style="list-style-type: none"> <li>● Teachers will collaborate with parents and students to improve instruction by</li> </ul>	<p>Parents, Students, Teachers</p>	<p>September 2015- June 2016</p>	<p>Administration, PTA President</p>

participating in school community activities such as Principal Luncheons, PTA, Curriculum Night, Parent Orientation, Bridge Program			

**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.											
Tax Levy funds will be utilized to support the implementation of the instructional strategies listed in alignment with SOP 4.3 (Collaborative Teachers) including but not limited to instructional materials, professional development, coverages for intervisitations as per the Learning Partners Program (LPP), translations and general supplies.											
Title I SWP funds will be used to support the parent engagement component of SOP 4.3 (Collaborative Teachers) including but not limited to refreshments, invitations, translators and translated materials.											
Other funding sources will include funding allocated to the school as a partnering MSQI school under MS Task Force.											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
The specific benchmark dates for this goal will be:
<ul style="list-style-type: none"> <li>● November 2015</li> <li>● February 2016</li> <li>● At this checkpoint teacher teams will review weighted benchmark scores and reflect on highly effective instructional strategies.</li> </ul>
May 2016
<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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 2 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul>		
<ul style="list-style-type: none"> <li>As a PLC school, grade teams participate in cross curriculum planning to ensure that students are aware of the relationship between subjects and view learning through the lens of the real world</li> <li>Teachers participate in quarterly Principal's Cafés to voice their opinions, questions and concerns about various topics such as curriculum, behavior, ICT classrooms and student morale. This ensures that all voices are heard and creates a community of trust</li> <li>Teachers, staff and administration participate in an annual APR Staff Retreat, off-site for the weekend where the upcoming year is discussed and planned</li> </ul>		

**Part 2 – Annual Goal**

<p>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 1b, and be written as SMART– <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> <li>By June 2016, parent surveys will show a 20% Increase in Family Engagement: <ul style="list-style-type: none"> <li>Newsletter indicating school goals</li> </ul> </li> </ul>

- Posted school goals
- Both in portal and translated

**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>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</b></p>
<p><u>Research-Based Instructional Programs</u></p> <ul style="list-style-type: none"> <li>• Anne Henderson and Karen Mapp’s, <u>National Center For Family and Community schools</u> will be used as a study to understand the impact of school, family, and</li> </ul>	<p>Administration  Teachers  Parent Coordinator  Parents</p>	<p>August 2015 -  June2016</p>	<p>Administration</p>

community on student achievement.  ● K. Cotton & K. R. Wikelund, "Putting The Pieces Together," will be used as a tool to explain the best practices in parent involvement in schools			
<u>Strategies To Promote Parent Leadership And Engagement</u>  ● All parents will be informed of the School goals through monthly parent newsletters to be posted on the online portal  ● Newsletters will be translated to ensure all parents have access to this information  ● Parents will be invited to quarterly training on how to use the online portal for access	Parents  Technologist Specialist  Teachers  Administration	August 2015 -  June 2016	Administration

**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.											
Tax Levy and Title I funds will be used to support parent workshops to promote parent engagement.											
EDSVP funds will be used to support workshops on anti-bullying workshops, parenting techniques and the purchase of parent involvement books.											
<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		Title I SWP		Title I TA		P/F Set-aside	X	21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
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By January 2016 the PTA will show a significant increase of parent attendance, using the sign in sheets from the meetings.

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

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

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

<p><b>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</b></p> <ul style="list-style-type: none"> <li>For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.</li> <li>For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.</li> </ul>		
<b>Tenet 6 Statement of Practice (SOP) Addressed</b>		<b>HEDI Rating</b>
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p><b>Part 1b. Needs/Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective.</li> <li>Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (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.</li> </ul> <p>After a review of the environment survey, parent involvement policy, and notes from the parent town hall meeting we determined:</p> <p><b>Strength Assessment:</b></p> <ul style="list-style-type: none"> <li>98% of parents believe the school is responsive to feedback</li> <li>95% of parents feel they are welcomed in the school community</li> </ul> <p><b>Needs Assessment:</b></p> <ul style="list-style-type: none"> <li>77% of the parents have been invited into the building for a workshop, program, performance, etc.</li> <li>Establish a system of quick feedback on their child’s progress</li> </ul> <p>Establish a system for parents to contact their child’s teacher easily</p>		

**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 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent surveys will indicate a 20% Increase of parent participation regarding child’s academic standing and parent teacher conference nights will show a 10% increase in attendance

- Educating parents on how to interpret data, empowering them

Parent workshops

**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>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Research-Based Instructional Programs</u></p>	<p>Teachers  Parents</p>	<p>August 2015- June 2016 (Post exams, benchmarks, or assessment)</p>	<p>Administration</p>

<p>Anne Henderson’s, <u>Beyond The Bake Sale: The Essential Guide To Family-School Partnerships</u> will be used to study the parental involvement needed to strengthen children’s education</p>	<p>Data Specialist</p>		
<p><u>Strategies To Address The Needs Of Student</u></p> <p>N/A</p>			
<p><u>Strategies To Promote Stronger Family And Community</u></p> <ul style="list-style-type: none"> <li>● Curriculum Night- where teachers introduce the school year to parents as to what their child will be learning and daily protocols and whole school regulations</li> <li>● Monthly workshops conducted by the parent coordinator and PTA President, informing parents how to interpret data, empowering them to take ownership of their students’ learning</li> </ul> <p>Office hours will be posted for parents to make appointments with PTA and Parent Coordinator during the school day for constant communication and for the dissemination of information</p>	<p>Teachers</p> <p>PTA President</p> <p>Parent Coordinator</p> <p>Parents</p>	<p>August 2015- June 2016</p>	<p>Administration</p>

**Part 4 – Budget and Resource Alignment**

<p><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>
<p>PTA funds will be used in accordance with Chancellor’s Regulations C-660 and its use to support the identified school wide goals will be decided by the executive board of the PTA and/or the general membership of the PTA.</p>

Title I funds will be used to support Parent Café's sponsored by the Parent Coordinator, refreshments, printing, etc.

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

X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside		21 <sup>st</sup> Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		Other

**Part 5 – Progress Monitoring**

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

January 2016

- Surveys
  - Parent Teacher Conference attendance

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

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

<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>	Lowest 1/3	Achieve Now Academy (ANA) Bootcamp- Afterschool/ Saturday	Small group instruction	After school, twice a week
<b>Mathematics</b>	Lowest 1/3	Achieve Now Academy (ANA) Bootcamp- Afterschool/ Saturday	Small group instruction	After school, twice a week
<b>Science</b>	Previous MOSL Scores	AIS	Small group instruction	During the school day
<b>Social Studies</b>	N/A	N/A	N/A	
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Provided by Guidance Counselor	Self-awareness through interactive activities, peer-mediation services, transition counseling, (grade to grade and school to school), overage student	Small group and independent counseling	During the school day

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Strategies include attendance to hiring fairs, requesting support from Field Support Center staff, differentiated professional development to meet the needs of new and veteran teachers, book studies and effective use of professional development time as per UFT contract.

#### 2b. High Quality and Ongoing Professional Development

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

Strategies for high quality PD aligned to PD will include a focus on school wide vision with regard to an instructional focus, revisiting common language around school wide goals and continuous data analysis to inform progress toward school wide goal.

### 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/information, early intervention services, etc.).

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**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.

**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 enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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 (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	301,342.00		
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,303,145.00		

**<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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to 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 SCEP 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.

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**Parent Involvement Policy (PIP) Template**

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

- Building the schools and parents capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership between the school, parents and the community to improve student academic achievement.
- Fostering a trusting, caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress by providing notifications/ reports on a timely manner.
- Provide parents with assistance in understanding the state, city, and federal standards, assessments and how to monitor and improve the achievement of their children.
- Provide and share information about school and parent related programs, meetings and other activities in a format, and in language that parents can understand.
- Allow parents the opportunity to share concerns and options through survey, parent-teacher conferences and one-on-one with administration.
- Parents will be seen in a timely manner when meeting with administration or any staff at the school.

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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- Create a welcoming school environment
- Providing parents with training and necessary information on the topics through, PTA meetings, Workshops, Parent Coordinator’s Café, and Principal’s Luncheon.
- Engaging parents in school planning, leadership and meaningful volunteer opportunities.
- The school will provide materials and training such as literacy training and using technology to help parents work with their children to improve their academic achievement.
- Connect families and students to community resources that strengthen and support students learning and social-emotional well- being.
- Provide transportation to enable parents to attend school/district sponsored family events.
- Make homework assignments that require students to discuss with families what they are learning in class.

### **School-Parent Compact (SPC) Template**

**[Academy Of Public Relations]** , 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 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;
- Provide parents with reports on their children’s progress

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;
- Clearly communicate school policies.
- Create volunteer recognition activities such as events, certificates and thank-you cards.

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- Read at least 30 minutes daily at home;
- Give parents all notices and information received by me from the school.

**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>Academy of Public Relations</u>	DBN: <u>07X298</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <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>45</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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>3</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: \_\_\_\_\_ Data trends observed from NYSESLAT scores 2011-2014 (4 year period) in the ELL population exhibit stagnant progress in moving language proficiency levels. While there are outliers in the data trend, the majority of students show a need for remedial services in language skills relating to speaking, listening, reading and writing. With this program offering comes the opportunity to grow academically, particularly with respect to the development of the student's global consciousness and English language acquisition in all four modalities (speaking, listening, reading and writing). This program will not only prepare students for state exams (ELA, Math, and NYSESLAT), but it also strives to cultivate well rounded students.

The afterschool ELL program will focus on developing English language proficiency as well as support essential Literacy and Math skills. It will run for four months, starting on December 2nd, 2014 and ending on April 2nd, 2015. Sessions will be held every Tuesday and Thursday from 3:30pm to 5:30. There will be 31 sessions in total.

### Math/ Literacy Instructional Program

Three teachers (two certified in ESL, one certified in Bilingual Math) will each instruct a group of fifteen ELLs (45 students total) from grades six through eight who scored Beginner, Intermediate and Advanced on the 2014 NYSESLAT, as well as recent immigrants who have yet to test.

Math- Instruction will be conducted in both languages (50% English, 50% Spanish). The group will include 15 students from all grade levels (6th, 7th, and 8th), with at least half of the group being New Arrivals who have either never tested, or who have received a score of 1.50 or lower on their last State Math exam. This group will also include several SIFE students.

The Math teacher will focus on the basic Math skills to serve as a foundation to the skills required for achieving mastery on the state assessments. The students will also build knowledge of academic vocabulary pertaining to Mathematics, and literacy skills to prepare them for the New York State Math Test.

Literacy (Group A)- Instruction will be conducted in English with Native Language support as necessary. The group will include 15 students from all grade levels (6th, 7th, and 8th), mostly Long Term and Median ELLs who have tested Advanced/Proficient in two or more NYSESLAT modalities, as well as three high performing 8th grade ELL SIFE students.

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

- Overseeing the program.
- Ensuring that instructional supplies and materials are available.
- Providing coverage for teacher absences.
- Assisting with discipline issues.
- Handling emergency situations that may arise.
- Following up regarding student attendance.

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

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

## Part C: Professional Development

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

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

Begin description here: Our Title III study group will meet weekly on Wednesdays from 1:00 to 1:50 starting on December 3rd and ending on April 1st, 2015. Each month the three Title III teachers will read one of the following books and discuss ways to integrate new strategies into lessons and increase student achievement. There are three participating Title III teachers, two with certifications in ESL, one with Bilingual Math certification.

December 3rd to 17th- Making Content Comprehensible for Elementary English Learners: The SIOP Model by Mary Ellen Vogt and Jana Echevarria

January 7th to 28th- 99 Ideas and Activities for teaching ELLs with the SIOP model by Mary Ellen Vogt and Jana Echevarria

February 4th to 25th- Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices by Nancy Cloud, Fred Genesee, and Else Hamayan.

March 4th to April 1st- Preventing Long-Term ELs: Transforming Schools to Meet Core Standards by Margarita E. Calderon and Liliana Minaya-Rowe

## Part D: Parental Engagement Activities

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

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

Begin description here: Our goals include increasing parental involvement among the parents of ELLs and equipping them with effective strategies to help their children meet rigorous academic learning standards. We plan to achieve these goals via the following:

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

Parents of ELLs are also provided with opportunities to attend development sessions, which are facilitated by the ESL Coordinator. These workshops will focus on supporting the ELLs participating in the

**Part D: Parental Engagement Activities**

afterschool ELL program by extending literacy skill development to their homes. Regarding workshop providers, each Title III teacher will facilitate one workshop. Title III teachers are certified in ESL (2) and Bilingual Math (1).

Dec 15, 4:30-6:00pm- Enhancing Parent Engagement: What Parents of ELLs can do at Home do to Help Children Learn

Jan 28, 4:30-6:00pm- Ideas and resources for parents of ESL/ELL students to promote student achievement

March 25, 4:30-6:00pm- Supporting ELLs on their way to high school and college.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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 (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>07</b>	Borough <b>Bronx</b>	School Number <b>298</b>
School Name <b>Academy of Public Relations</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Amy Andino-Flohr</b>	Assistant Principal <b>Barry Marks</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Karen Werner</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Josie Santisteban</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</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	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>3</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	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]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>3</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>316</b>	Total number of ELLs	<b>68</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> 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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

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

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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>							1	1	1					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>	68	<b>Newcomers</b> (ELLs receiving service 0-3 years)	27	<b>ELL Students with Disabilities</b>	29
<b>SIFE</b>	11	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	12	<b>Long-Term</b> (ELLs receiving service 7 or more years)	29

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	25	9	1	8	2	5	18	0	11	0
<b>DL</b>										0
<b>ENL</b>	1	0	0	3	0	0	13	0	8	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 _____							12	20	19					0
SELECT ONE Arabic							0	0	0					0
SELECT ONE Other							0	0	0					0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
<b>TOTAL</b>	<b>0</b>																			

\* EP=English proficient student

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

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

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

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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### Freestanding English as a New Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	7	6					0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other									2					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> (Beginning)							7	6	8					0
<b>Emerging</b> (Low Intermediate)							0	2	6					0
<b>Transitioning</b> (High Intermediate)							1	3	6					0
<b>Expanding</b> (Advanced)							5	17	7					0
<b>Commanding</b> (Proficient)							0	0	0					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA  
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0					0

#### 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							4	4	4					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	7	0	0	0	0
7	22	3	0	0	0
8	18	3	0	0	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	2	5	2	2	0	0	0	0	0
7	16	10	2	0	0	0	0	0	0
8	15	7	2	1	0	0	0	0	0
NYSAA	2	0	0	0	0	0	0	0	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				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
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				
Geography				
US History and Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	34	0	0	0				
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.  
 At the Academy of Public Relations, we use a combination of DRP scores and the Fountas and Pinell system to assess the early literacy skills of our ELLs. Running records are conducted once per quarter to measure the progress of any student who scores a value below 45 on their DRP test, which is administered in the fall and at the end of the school year. Based on the data provided by these assessments, we know that over half (about 53%) of the ELL population across all grades and proficiency levels reads below a fourth grade level, below a level M in Fountas and Pinell. This information informs the instructional plan of the Humanities and ESL departments, specifically in regards to determining grouping of students, improving or developing teaching literacy strategies, and building appropriate libraries based on reading comprehension ability for our separate Strategic Reading classes. Humanities and ESL teachers use data such as DRP, Fountas and Pinell, the State ELA exam, NYSESLAT, NYSITELL, and other classroom assessments in order to teach to the student's zone of proximal development, as well as provide materials that are content and level-appropriate. Also, classroom texts vary in difficulty and language based on student ability, which is determined by NYSESLAT and NYSITELL data, quarterly reading levels, as well as other classroom assessment data. In addition, all of our TBE and some of our ENL program students are using the Achieve 3000 online literacy program, which measures student reading comprehension by Lexile level and provides regular data based on activities and assessments provided within the program.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Based on the most recent testing data available (2015 NYSESLAT), our largest proficiency group is Expanding, with 29 students, 17 of which are 7th graders. Our second largest group is Entering with 21 students evenly distributed across the three grades. Our third largest is the Transitioning group, composed of 10 students, mostly from 8<sup>th</sup> grade (6). Second to last in size is the Emerging group, with 8 students from 7<sup>th</sup> and 8<sup>th</sup> grade. Finally, the smallest group is Commanding, with 3 students, one from each grade, demonstrating their proficiency by testing out of the NYSESLAT in 2015. Regarding the NYSITELL, this year we have received two new arrivals so far who have been provided services due to an Entering level of proficiency. What is revealed by the data patterns is that many of our students, particularly Long Term ELLs and ELLSWDs, are taking several years to move up one level of proficiency, while some Newcomers, after spending 1-2 years in Entering, are moving up one level per year or skipping levels.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As per the AMAO target chart, the first Annual Measurable Achievement Objective for the 2014-15 school year in which the NYSESLAT was administered is 67.4% of students making progress in English as per the NYSESLAT scores. At the Academy of Public Relations, 25% of students increased at least one level when compared to their 2013-14 results. The second AMAO is 14.3% of students scoring proficient on their most recent NYSESLAT, and our school 4% scored proficient. The data reveals that our students, particularly Long Terms ELLs and Long Terms ELLSWDs are not moving along the continuum of proficiency, with many of them not developing past the Expanding level. ESL and Bilingual instruction at the Academy of Public Relations is heavily based on these findings. The NYSESLAT data demonstrates that ELLs need reinforcement in reading and writing, particularly in the area of vocabulary enrichment and reading comprehension strategies, as well as the conventions and mechanics of written English. As such, the ESL and Humanities teachers focus on building vocabulary and reading comprehension strategies. ELLs will be required to do complete weekly vocabulary units and monthly literature units. The teachers present a manifold of lessons and activities that improve English literacy skills. Students will be instructed in English grammar, mechanics, and conventions as they complete a variety of writing assignments, which will be compiled in a Humanities portfolio.

4. 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?

A. Across grades, the students of the Academy of Public Relations struggle with testing in general, with a slight improvement when tested in native language. In the 2014 ELA state test, out of 49 students, 6 (12%) attained a level 2, with no students attaining levels 3-4. In the 2014 MATH state test, available in the home language, out of 58 students, 15 attained a level 2 or 3 (25%).

B. ELL assessment data, including, but not limited to NYSESLAT, NYSITELL, and State ELA and MATH, is analyzed in detail by school leadership looking for patterns that need to be addressed in team and department meetings with the faculty in order to identify ELL specific skills or areas that need to be targeted in order to improve ELL outcomes. They arrange for the necessary PDs and materials required to assist the bilingual team. The bilingual team then meets to brainstorm and organize strategies and techniques that will be applied in the classroom, after which student work will be analyzed in meetings to determine if the classroom teaching has been effective.

C. Formal, Informal, and State assessments in Math and Science are provided in English and the home language, while State assessments in ELA are provided exclusively in English. Formal and Informal classroom assessments are modified and/or translated based on students' levels of proficiency.

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

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

Bilingual TBE content classes are scaffolded in such a way that students transition from primarily native language instructions (lesson planning, discussion, texts, and tasks) early in the school year, between 100-75% Spanish, to primarily target language instruction by the end of the year, between 50-25% Spanish. The bilingual team analyzes student work on a weekly basis, including but not limited to NYSESLAT, NYSITELL, State ELA and Math, DRP, and other testing scores as well as class work and portfolio pieces, in order to identify strategies and best practices that can be shared, as well as opportunities for reteaching and additional supports, both in language and content.

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?

N/A

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

The success of ELL programs is evaluated based on student growth as per testing data as demonstrated by ELA, MATH, and/or NYSESLAT test scores, portfolio work, and other assessments. In our bilingual team meetings, teachers also reflect on the curriculum, pacing, lesson plans, and teaching strategies at various points throughout the year.

## 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.  
All parents/guardians of newly enrolled students complete a Home Language Identification Survey (HLIS) to help the school identify students with limited English language proficiency. In order to complete the interview in English and in the native language, a certified teacher who speaks Spanish provides assistance to Spanish-speaking parents/guardians as they complete the survey on school grounds. The HLIS is provided in the native language of the parent/guardian. During the interview, student work is discussed. Once potential ELLs are identified, the ESL teacher administers the NYSITELL within the first ten days of enrollment. This test determines whether students are entitled to English-Language services and informs the ESL teacher of the proper placement of ELLs in an English-language group. The Spanish LAB is administered to students whose home language is Spanish. During the intake process, oral interpretation services are provided in Spanish for our parents/guardians by in-house staff. We have teachers fluent in Spanish. Oral translation services are provided by an outside vendor for non-English speaking and non-Spanish speaking parents/guardians. Department of Education translation services via telephone translators are used when necessary during the school year. The pedagogue who is responsible for conducting the initial screening, and administering the HLIS and the NYSITELL (if necessary) is Mrs. Werner, the school's ESL Coordinator and ESL teacher. She is fluent in Spanish. Mrs. Werner and the Data Coordinator (TBD) also evaluate ELLs using the NYSESLAT to determine both English proficiency and continued entitlement or non-entitlement to bilingual/ESL services for the school year. An ATS RLAT or RNMR report is generated to determine NYSESLAT and/or NYSITELL levels – Entering (beginner), Emerging (Intermediate Low), Transitioning (Intermediate High), Expanding (advanced) or Commanding (proficient). In order to ensure that all components of the NYSESLAT are administered, each component is administered a different day. Mrs. Werner is in charge of administering it within the test period to students who were absent on the designated days.
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).  
During the intake process or on the first day of admission, Mrs. Werner will identify the students of parents that indicate a home language other than English. During the Home Language Survey interview, if she observes any indication that a student's education has been inconsistent, she proceeds to interview the student a seven-page SIFE Oral Interview Questionnaire in which she asks questions about basic personal information, language background information, and educational information. Student work may also be assessed if provided. The interview happens in the home language- if in Spanish, Mrs. Werner conducts the interview without outside assistance, and if in another language, a DOE translating service is provided by telephone. Once determined as SIFE, an indicator is placed in the DOE's data collection system.
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).  
In order to identify an incoming student with both an IEP and a Home Language other than English as an ELL, the LPT meets within the first three days of intake in order to review evidence in order to determine the student's English Language development, as per the ELL Policy and Reference Guide, page 11. If the student is recommended to take the NYSITELL, the process continues the same as with all other students, and the test is administered within the first 10 days of admission. If the LPT recommendation is that the student should not take the test, then it moves to further review by the principal and later the superintendent. The identification and placement process should have a duration of no greater than 20 days. The LPT includes Mr. Barry Marks (administrator), Mrs. Karen Werner (ESL teacher), Ms. Michelle Morales (SPED teacher), and a parent or legal guardian of the student.
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.  
ESL Entitlement letters are sent via certified mail to families within five school days of the NYSITELL score being determined. The letters are sent by Mrs. Werner in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
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).  
Parents will receive entitlement or non-entitlement letters via certified mail that indicate the right to appeal ELL status within 45 days of enrollment. The letters are sent by Mrs. Werner in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
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.  
**FAMILY ORIENTATION MEETING**  
**A. PROCESS**  
After a scholar is identified as an ELL by the NYSITELL, his/her parent/guardian is informed of his/her status as an ELL and is invited

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

#### B. OUTREACH

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

#### C. TIMELINE

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

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.

Families complete Parent Survey and Program Selection forms during the Family Orientation Meeting. Since they are completed on school grounds, the school ensures the proper return of these forms by parents/guardians of ELLs. These forms are kept in the school's ELL Compliance Binder and in the student's CUM folder. Mrs. Werner (the ESL teacher) is responsible for these forms.

Entitlement letters are sent via certified mail to families before the first Parent/Teacher Conference. Families of newly identified ELLs are provided with the appropriate entitlement letter within a week of the NYSITELL being administered and scored. These letters are also sent via certified mail.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Because these forms are completed on school grounds with the assistance of Mrs. Werner, the school ensures the proper return of these forms by parents/guardians of ELLs. Mrs. Werner also provides the HLIS form in the preferred language language indicated by the parent during the intake process.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement parent notification letters are sent via certified mail. The letters are sent by Mrs. Werner in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation for each child is placed in their CUM folder with copies to the ELL Compliance Binder.
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.  
In order to ensure that all four components of the NYSESLAT are administered to all students indicated on the ATS Current ELL Report (RELC), with each component being administered a different day. Various staff members, including; the testing coordinator, Mrs. Crisfield; the data specialist, Robert Santiago; and the two ESL teachers, Mrs. Werner and Mrs. Moyland, coordinate the administration of it within the test period. Students who are absent on the designated days are tested separately during make up days indicated . The Speaking component is organized separately, based on the available periods of the ESL teachers and testing coordinator.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Continued entitlement and transitional support parent notification letters are sent via certified mail. The letters are sent by Mrs. Werner in the parents' preferred language as indicated on the Home Language Identification Survey. Copies of all letters sent out are kept in the school's ELL compliance binder.
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).

After reviewing the Parent Survey and the Program Selection forms, between 75 and 85 percent of the parents of ELLs have opted for a bilingual program in the past three years. The program model offered at the Academy of Public Relations is aligned with parent requests. To build alignment between parent choice and the program offered by the school, the ESL teacher closely monitors the Parent Choice forms. If 15 or more parents opt for Transitional Bilingual Education or Dual Language, an additional program is created to comply with parents' request.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.

N/A

- b. TBE program. *If applicable.*

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

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

- Entering - NLA 75% and English 25%
- Emerging - NLA 50% and English 50%
- Transitioning- NLA 25% and English 75%
- Expanding- NLA 10% and English 90%
- Commanding- English 100%

In this program, ELLs receive the same rigorous standards-based curriculum as monolingual students and instruction follows the Expeditionary Learning model. The Expeditionary Learning program supports all areas of literacy through the use of extensive leveled classroom libraries and a balanced literacy/math program, which features a ninety-minute block. Lessons include read alouds, pair share, independent reading/writing journals, graphic organizers, skills and guided practice, phonemic awareness, fluency, vocabulary, text comprehension, and writing. In order to challenge our students to use higher order thinking skills, there is a lot of open-ended questioning, accountable talk, non-fiction reading and writing. Some ESL

methodologies and strategies are used to carry out the lessons. They include CALLA, TPR, SIOP, scaffolding, visuals, graphic organizers, collaborative learning, modeling, etc. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

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

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

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

In the TBE program, we follow a self-contained model. ELLs are grouped together by grade in a bilingual class for the entire school day and for all content instruction. The program is composed of a total of 3 classes. There is one TBE ICT class in each grade. Each TBE ICT class received 2 periods of bilingual Humanities per day and well as 1 period of Freestanding ENL per week, in addition to ESL push-in and pull out services throughout the week.

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)?

As mandated in the New York State CR Part 154, the Entering and Emerging ELLs receive 360 minutes of ESL instruction every week, Transitioning and Expanding ELLs are provided with 180 minutes per week of ESL instruction, and Commanding ELLs are provided with 90 minutes every week for two additional years after testing out. The mandated number of instructional minutes is provided by the ESL or bilingual ELA teacher. The organization of staff in the program model described in the previous section ensures that the mandated number of instructional minutes is provided according to proficiency levels.

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

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

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

All State and Local tests for Math and Science are provided in the students' home language based on student preference and proficiency.

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

Diagnostic assessments of the four modalities include the twice yearly DRP test, quarterly Running Records, school-wide baseline and benchmark written assessments twice yearly, and student interviews and observations. Formative assessments are

focused on authentic student work, i.e. written portfolio pieces for each unit of study in every class that engage each modality extensively within the process of preparing for student work with extensive reading, developing their ideas through academic discussion, and publishing high quality student work that demonstrates their progress towards mastery of both content and language. Speaking and Listening evaluations are conducted on a regular (approximately monthly) but informal basis, through one on one interviews during conferencing and classroom observations. ELL students are assessed continuously throughout the school year in each class in order to evaluate and improve both understanding of content as well as the acquisition of the target language.

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

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

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

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

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

Within 6-12 of ELL re-identification being established, Mrs. Andino (the principal) will review the decision by consulting Mrs. Werner (the ESL teacher), the parent and the student in order to determine what the impact has been on academic progress. If it is determined that the student has be adversely affected, the student will be assigned additional ESL support services. If the principal's decision is to reverse the student's ELL status, Mrs. Andino will then consult with the superintendent and make a final decision. Parents will be notified in writing via certified mail within 10 school days.
8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs identified as having special needs receive AIS. In addition, the SUCCESS tutoring program provides additional academic support three times a week. All mandated services are offered as per their IEP's
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The IEP goals and English proficiency of ELL-SWDs are attained within the least-restrictive environment recommended on the IEP by way of instructional differentiation techniques, strategies, and activities. Each content area's curriculum map includes a variety of ELL and SWD specific resources in order to provide multiple entry points to struggling students. Scheduling for push-in and pull-out ESL services for ELL-SWDs will be adjusted throughout the school year based on individual student or small group needs.

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> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(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> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> 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> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

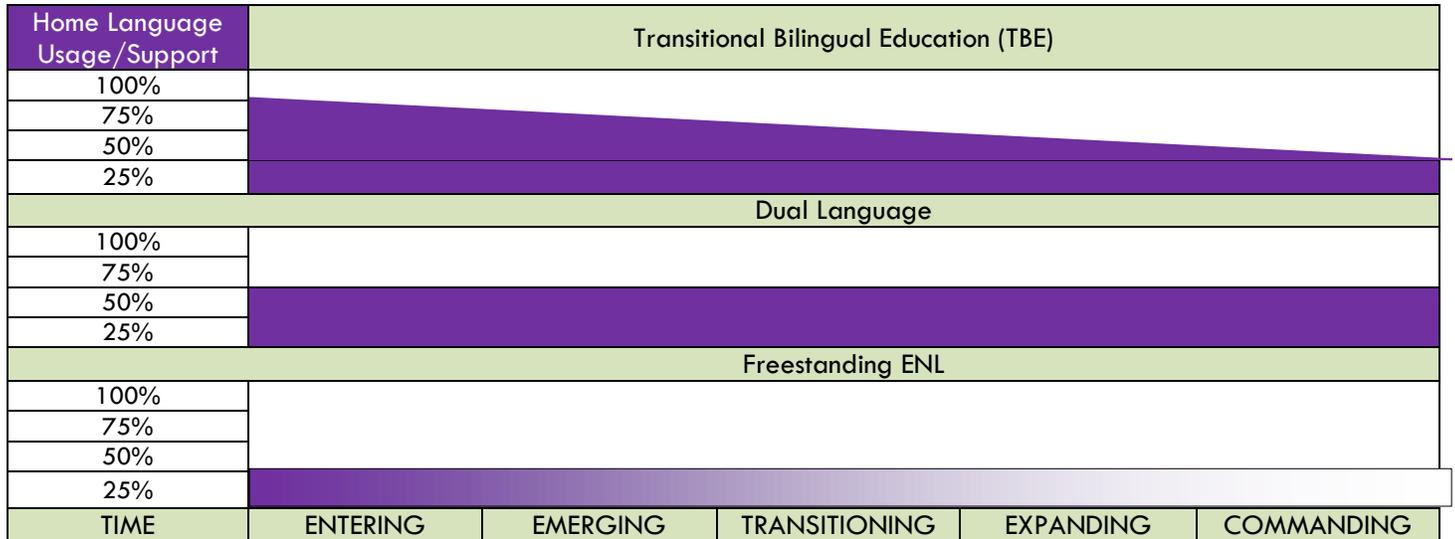


\*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

### Home Language Usage and Supports

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs have been implemented at the Academy of Public Relations for ELLs in English-language development, Math and ELA/Humanities. All supplemental services and programs are funded by the school budget, Title III, and other grants. The targeted intervention programs for ELLs in ELA and math include AIS and Targeted Instruction.. AIS is implemented during the school day for all students who scored a level 1 or 2 in the state Math and/or ELA test. These classes consist of less than 15 students, and differentiated instruction is utilized to drive instruction. These programs are offered in English and Spanish. Additionally, an afterschool math interventions program is offered by the bilingual Math teacher. This program instructs students in the most foundational concepts and skills in math, such as multiplication and division. It is offered mostly in Spanish, and many newcomers participate in this program. GPS/ Achieve Now Academy provides APR's overage students with intensive academic intervention in Math and ELA, individual and/or group counseling; monitoring of academic progress, and college and career awareness. The goal is to provide retained students with a structured environment where attention to individual needs and intensive intervention will lead to attainment of graduation requirements. A number of long-term ELLs participate in this program
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Based on the measurable growth between the 2014 and 2015 NYSESLAT scores, our current TBE and ENL programs are not effectively meeting the language development needs of many of our ELL students. Improvements are necessary to push the 14% of our students who stay at the same level for several years (3 or more years), particularly Long Term ELLSWDs. The 2015 NYSESLAT scores indicate that 17 out of 65 students increased 1 or more levels (25%), while 7 students decreased by 1 level or more (10%). 33 students maintained their level of proficiency (49%), including 14 students who have stayed on the Expanding/Advanced level for several years. However, greater effectiveness is observable within the Entering/Beginner subgroup, almost half of whom are moving up one or more levels of proficiency within their first year of service (9 out of 19 2014 Beginners moved on to Emerging, Transitioning, or Expanding in 2015).
12. What new programs or improvements will be considered for the upcoming school year? For the upcoming school year, our goal is to certify all teachers in the TBE program with the Bilingual Extension. Additionally, we would like our staff to be knowledgeable of ESL teaching strategies. As such, we will provide them opportunities to attend professional development focused on this topic.
- We would like to provide more enrichment programs to our ELLs and their families. We are planning to start a language enrichment program, in which ELLs can participate along side their parents/guardians. Furthermore, we would like to start a program that can assist newcomers in becoming acclimated to New York City.
- Lastly, we plan to improve our technology program with language relevant software, which will enrich language instruction for all our ELLs. This software includes Rosetta Stone and audio books.
13. What programs/services for ELLs will be discontinued and why? At this time, we are not planning to discontinue any programs or services for ELLs. We feel that our current programs benefit our students, and they simply have to be improved for full efficiency.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELLs are afforded equal access and encouraged to participate in all school programs during and after the school day. School day, after school and supplemental services in which our ELLs are included are: Student government, Senior committee, ASPIRA, Mural painting, Band, Documentary Production, African Dance, Theater, Photography, Spoken word, in addition to a range of athletics including, but not limited to, flag football, baseball, softball, soccer, basketball, and volleyball. The supplemental Aspira program runs throughout the school year, five days a week, from dismissal to 5:30 pm and involves engaging activities that are both physical and academic. Senior committee and Student government are active during the school day, though meetings are held once a week after school. The creative arts clubs are limited time programs, taught by contracted DOE certified experts, with sessions held once or twice a week from dismissal to 5:00, lasting anywhere from 8 weeks to several months, with new programs being added in subsequent quarters or semesters. Athletic programs run seasonally throughout the year, with practices and games held in the afternoons, evenings, and weekends, depending on the season and the sport.
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. The English-language programs use the Access Newcomers curriculum and the Teacher's College curriculum. These curriculums provide standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs. ELLs also use the Impact Math curriculum and the Holt Social Studies curriculum, which are provided in English and Spanish. Technology materials used with the ELL student population include Learning Village, Study Island, audio books, and the SmartBoard

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We use materials and services that are appropriate to our students' grade and age. For example, students who require support in reading comprehension and phonics are provided with support with the Access Newcomers curriculum. Students who need additional writing support are provided with graphic organizers that scaffold the writing process and various writing products, including the five-paragraph essay.

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).

We have a summer bridge program, facilitated by several members of the faculty and staff, that assists newly enrolled 6<sup>th</sup> grade ELLs in getting ready for middle school.

19. What language electives are offered to ELLs?

No language electives are offered to our scholars

20. For schools with dual language programs:

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

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
As part of the professional development plan for all ELL personnel at the Academy of Public Relations, an ENL/literacy consultant will provide monthly workshops that relate to strategies and techniques in teaching ELLs. Additionally, the ENL teacher will attend ELL liaison meetings that are facilitated by the network.

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?  
The ESL teacher will also facilitate several Professional Development sessions for teachers of ELLs and related service providers, and they are outlined below:

TOPIC	EXPECTED DATE	TARGET AUDIENCE
ESL strategies in the mainstream classroom	October 2015	Teachers, paraprofessionals, related service providers, administration, guidance counselor, parent coordinators, and psychologist.
How to teach vocabulary to ELLs	December 2015	Teachers, paraprofessionals, related service providers, administration, guidance counselor, parent coordinators, and psychologist.
ELL identification process	February 2016	Teachers, paraprofessionals, related service providers, administration, guidance counselor, and parent coordinator.
Strategies for Struggling Readers	April 2016	Teachers, paraprofessionals, related service providers, administration, guidance counselor, and parent coordinator.
Language Acquisition Models	June 2016	Teachers, paraprofessionals, related service providers, administration, guidance counselor, and parent coordinator.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
Monthly professional development workshops and assistance from the ENL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle to high school. All services are included in the transition from one school level to another, including assistance with the high school selection process. Mrs. Werner will coordinate efforts with Mrs. Vazquez, the Guidance Counselor, and other related service providers to assist transitioning students in their educational progression.

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.

The sessions outlined above will assist teachers in receiving ELL-specific professional development for 15% of total PD hours (for all teachers), or 50% (for Bilingual/ENL teachers). The ENL Coordinator keeps records of ELL training attended by staff inside and outside the school. The records include sign-in sheets and agendas, and they are kept in the school's ELL Compliance Binder.

## 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?

From April to June, the members of the LPT will schedule annual individual meetings with the parents of ELL students in order to discuss the student's language goals, progress, needs, and assessment results. Spanish interpretation/translations will be provided in-house by staff. For home languages other than Spanish, interpretation/translation services will be provided by the school's outside vendor, The Big Word.

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.

Records are kept in the students' files that are secured in the Main Office, with relevant copies included in the ELL compliance Binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

### I. PARENTAL INVOLVEMENT ACTIVITIES

>>>FALL<<<

Principals Brunch

PTA meetings

SLT meetings

Thanksgiving Feast

>>>WINTER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: How to Foster English-language Development at Home

>>>SPRING<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

ELL Parent Workshop: ELLs and Test-taking Strategies

Mother's Day Brunch

>>>SUMMER<<<

Principals Brunch

PTA meetings

SLT meetings

ELL Parent Orientation

Father's Day Hoops

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school partners with Learning Gardens, Renaissance EMS (music and sports), the Leadership Program, Mercy College (internship program), and Leadership Academy to provide workshops and services to parents of ELLs.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

The opportunities and workshops provided to parents of ELLs are specifically tailored to their survey feedback and requests made during other meetings or gatherings.

#### **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.

**Paste response here:**

School Name: **Academy of Public Relations**

School DBN: **07X298**

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)
Amy Andino-Flohr	Principal		10/23/15
Barry Marks	Assistant Principal		10/23/15
Josie Santisteban	Parent Coordinator		10/23/15
Karen Werner	ENL/Bilingual Teacher		10/23/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		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: 07x298**      **School Name: Academy of Public Relati**  
**Superintendent: Eliza Alvarez**

**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.

We utilize the Home Language Information Survey, ATS, and Blue Card information to identify the translation and interpretation needs of our community, as well as informal data from one on one conversations between parents, teachers, and the Parent Coordinator. Based on the HLIS and ATS, our school population contains 5 households with indicated home languages of Fulani, Arabic, French, Akan, and Soninke, as well as 80 households indicating a home language of Spanish.

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.

English (1),  
Spanish (80),  
French (4)

## Part B: Creating a Communications Calendar

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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.)

Announcements regarding significant attendance or non-attendance dates or changes in schedule, i.e. half-days, holidays, NYS testing dates, etc.  
Letters from the principal regarding disciplinary code, building infrastructure issues, new initiatives, etc.  
ELL and SPED compliance correspondence,  
After school program information.  
Quarterly syllabi for ELA, Math, and Science.  
Permission slips for all activities  
Parent-teacher conference announcements.  
All other school to parent correspondence.

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.

Curriculum night- September  
Parent Teacher conferences- November, March, May  
Parental Engagement Workshops- Twice monthly, every second and fourth Wednesday afternoon.  
Phone calls- As required, from the attendance teacher, guidance counselor, classroom teacher, dean, and administrators.

## 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.

All official correspondence with parents is reviewed by administration and provided in both English and Spanish (translation completed in-house by school staff) before being distributed to students to take home, or mailed directly to parents at the addresses provided on the Blue Cards. The written translation services to French will be provided by the Translation and Interpretation Unit.

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.

All face-to-face Spanish interpretation needs will be provided in-house by school staff, while over the phone interpretation services for French, will be provided as necessary by the Translation and Interpretation Unit.

#### **Part D: Training Staff on Policies and Procedures**

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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.)

All staff members are made aware of how to use translation and interpretation services through distribution of the T&I School Staff Brochure, the T&I calendar, and the I Speak palm card at staff meeting, which will include, as well, a discussion of the best practices for communicating with immigrant families.

#### **Part E: Providing Notice of Language Assistance Services**

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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

All parental notification translation and interpretation needs for the APR community are met in-house or through the Translation and Interpretation Unit. All correspondence and announcements are translated in-house by school staff into Spanish, and French translations are requested from the Translation and Interpretation Unit.

#### **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)

A survey is made available to parents through the DOE Translation and Interpretation Unit to assess whether or not they are being communicated with effectively in their language of preference.