



WILLIAMSBURG PREPARATORY SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: WILLIAMSBURG PREPARATORY SCHOOL
ADDRESS: 257 NORTH 6 STREET
TELEPHONE: 718-302-2306
FAX: 718-302-3726

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331400011561 **SCHOOL NAME:** Williamsburg Preparatory School

SCHOOL ADDRESS: 257 NORTH 6 STREET, BROOKLYN, NY, 11211

SCHOOL TELEPHONE: 718-302-2306 **FAX:** 718-302-3726

SCHOOL CONTACT PERSON: KATHLEEN ELVIN **EMAIL ADDRESS:** KElvin@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Andrew Kenney

PRINCIPAL: Michael Shadrick

UFT CHAPTER LEADER: Adam Kuthe

PARENTS' ASSOCIATION PRESIDENT: Ms. K. Thomas

STUDENT REPRESENTATIVE: Genise Wynn
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: MARISOL BRADBURY/Marie Rousseau

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mike Shadrick	Admin/CSA	Electronic Signature Approved.
John Losasso	UFT Member	
Jason Raymond	UFT Member	
Samantha Schmoeger	UFT Member	
Adam Kuthe	UFT Chapter Leader	
genise wynn	Student Representative	
Josue Alvarez	Student Representative	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

□

Our goal is to give every student the academic and personal skills they will need to be admitted to college and to obtain a 4 year degree. We are proud that every member of our graduating class was accepted to college. This is particularly notable because only a few members of our graduating class had college graduates in their immediate families.

Prep's guidance counselors reach out to students who are struggling. Individual, group, and peer counseling helps students learn how to solve today's problems and to develop interpersonal skills and the self-discipline they will need in the future.

Prep aims to create an individualized education for every student. Counselors, Grade Teams, and Advisors monitor student progress both as individuals and in groups. Data analysis is an important part of school culture aiding both students and teachers in achieving higher goals. We track every student's progress to provide early intervention and ongoing support. We have introduced Snapgrades software to help students and parents become more involved in the academic process by allowing them to access homework status, progress reports, attendance, report cards, and test grades online.

Because we are a limited unscreened program, students enter our school with varying levels of preparation. Students who need additional support are offered lunch time and after school tutoring by their teachers and help in the YMCA and St. Nicks tutoring program. AVID, college writing, and SAT preparation courses are a regular part of our curriculum. Saturday school prepares students for Regents testing. Because we are partnered with College Bound, we have a fulltime college counselor who not only oversees the college application process, but also plans college visits for students in all grades.

As we progress through our 6th year, we have seen a sharp increase in attendance among 8th graders at our open houses and other recruiting events. We see this as an indication of a growth of our reputation as we forge stronger relationships with middle school counselors, not only in our neighborhood, but also in Manhattan and along the G and L lines in Brooklyn/Queens. In October, 2008, This year, we have 2 Posse finalists. There is an excitement about the process among this year's seniors that shows growth in the college culture we are creating.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		Williamsburg Preparatory School								
District:		14	DBN #:		14K561	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		0	0	0			89.7	91.4	TBD	
Kindergarten		0	0	0						
Grade 1		0	0	0	Student Stability - % of Enrollment:					
Grade 2		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		0	0	0			98.4	96.02	TBD	
Grade 4		0	0	0						
Grade 5		0	0	0	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			85.4	81	90.4	
Grade 8		0	0	0						
Grade 9		129	126	129	Students in Temporary Housing - Total Number:					
Grade 10		150	125	125	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		95	118	118			0	15	TBD	
Grade 12		75	103	106						
Ungraded		0	0	0	Recent Immigrants - Total Number:					
Total		449	472	478	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							3	6	1	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		0	0	0	Principal Suspensions		24	13	TBD	
# in Collaborative Team Teaching (CTT) Classes		22	32	42	Superintendent Suspensions		22	12	TBD	
Number all others		22	26	21						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		N/A	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	13	17	18	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	1	2	Number of Teachers	30	35	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	5	8	TBD
				Number of Educational Paraprofessionals	0	0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	4	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	30	34.3	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	3.3	2.9	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	63	60	TBD
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	88.2	TBD
Black or African American	31.8	35.6	31.2				
Hispanic or Latino	57.7	53.2	55.6				
Asian or Native Hawaiian/Other Pacific Isl.	0.9	1.3	1.7				
White	9.1	9.1	10				
Multi-racial							
Male	40.8	46.6	48.1				
Female	59.2	53.4	51.9				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:				ELA:		Y	
Math:				Math:		Y	
Science:				Graduation Rate:		Y	
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students				√	√	√	78
Ethnicity							
American Indian or Alaska Native						-	
Black or African American				√	√	-	
Hispanic or Latino				√	√		
Asian or Native Hawaiian/Other Pacific Islander						-	
White				-	-	-	
Multiracial				-	-	-	
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√		
Student groups making AYP in each subject				4	4	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	102.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	13.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.1	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	57.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	12	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

□

Student Performance Trends:

1. 94% of students earned 10+ credits last year. To build upon this high level of achievement, we must develop a writing across the curriculum program to better prepare students for college.
2. Interim assessment data has powerful potential as a tool for teachers, who need training on how to interpret results and implement action plans.

Greatest accomplishments:

1. Quality Reviews-Scored "well developed" in both 2006-2007 and in 2007-2008.
2. 2007 Progress Report-Received all "A"s.
3. We graduated our second class of students with an 85% graduation rate and a 100% college acceptance rate.
4. We exceeded our goals for the administered of the of the ELA Regents given at the school
5. We made Annual Yearly Progress for all subgroups.
6. 97.6% of 9th grade students earned 10+credits in their first year
7. Awarded a Blackboard Award (October 3, 2008)-The Edge Award for Rising Star Public School in Williamsburg.
8. Hired highly qualified and collegial staff.
9. Introduced Snapgrades and Daedulus software to facilitate greater parental involvement and staff communication that will empower students in the educational process.
10. Expanded data analysis to foster inter-disciplinary collaboration. We have budgeted for a data specialist on staff who helps teachers collect and analyze the interim assessment data.
11. Greater connection with community through collaboration with Artists and Fleas, a community based art co-op that promises to provide students with internship opportunities.

Significant Aids to Achievement:

1. Hard working and dedicated staff
2. DYO Interim assessments
3. Student progress reports and report cards are generated every three weeks.
4. Developed email system to increase communication with parents.
5. Distribution of regular calendars and newsletters to parents.

Significant Barriers to Achievement:

1. A high percentage of our teachers are in their first three years of teaching.

2. Inadequate space for smaller classes, sharing one gym and one cafeteria with three school cause culture and scheduling difficulties.

Foreseeable problems

1. Budget cutbacks
2. Staff turnover

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> 1. By June 2011 we will have our entire 9th grade CTT cohort pass 80% of their core classes.	<input type="checkbox"/> 1. As a core value of Williamsburg Preparatory High School is a strong sense of community through heterogeneous classes. We would like for our CTT program to improve and thrive. All of these students need to be provided with the appropriate resources for their own development and ultimate success.
<input type="checkbox"/> 2. By June 2011 we will raise the passing rate in Algebra 2 classes by 5%, raise the passing rate on the Integrated Algebra Regents by 3% and raise the passing rate on the Geometry Regents by 3%.	<input type="checkbox"/> 1. More than ever, strong mathematical and analytical skills are needed across many disciplines and careers in the professional world. Our students need to be competitive with their peers across the country and globe. With participation in remedial classes at an all time high across the CUNY system, it is our goal to increase both rigor and achievement in our mathematics classes.
<input type="checkbox"/> 3. By June 2011, enrollment will increase in AP courses by 100% therefore exposing more students to college level work.	<input type="checkbox"/> 1. All students at Williamsburg Preparatory High School are expected to be prepared for college upon graduation. Advanced Placement courses provide the exposure to college level work that our students need to be successful at universities.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area

(where relevant) : _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>1. By June 2011 we will have our entire 9th grade CTT cohort pass 80% of their core classes.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>9th Grade CTT students will have a point person who assists students with their learning and checks on their progress in Algebra, English, and Living Environment every day</p> <p>9th Grade CTT students will identify their own learning goals through the help of their Point Person and will meet weekly to discuss their progress towards these goals</p> <p>9th Grade CTT students will be provided with a resource room three days a week</p> <p>9th Grade CTT students who are reading at the lowest grade level will be enrolled in the Kaplan SpellRead reading intervention program</p> <p>9th Grade CTT students will be given targeted tutoring on Saturdays and after school</p> <p>Use grade team and advisories to push students to attend tutoring</p> <p>Use charts to monitor student progress across disciplines</p> <p>Schedule professional development for teachers to assist in differentiating for special education students</p> <p>Develop common language and expectations across the 9th grade classes</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p>OTPS - CURRICULUM and STAFF DEVELOPMENT CONTRACTS</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 2. By June 2011 we will raise the passing rate in Algebra 2 classes by 5%, raise the passing rate on the Integrated Algebra Regents by 3% and raise the passing rate on the Geometry Regents by 3%.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Target population: Math students Responsible staff: Math teachers, A.P. Instruction, Principal Administer baseline assessment in September, followed by 3 more interim assessments in January, March and May. After each round of assessments, conduct item analysis and de-brief of results. Develop interventions, such as re-writing curriculum, targeting small-group instruction and re-teaching specific lessons, based on each set of interim assessment results. Math teachers meet as a department each week to enrich Math curriculum and discuss teaching strategies. Math teachers meet each month with the Math Aussie coach to develop curriculum and discuss teaching strategies.</p>

	<p>Use the support of the grade teams to work interdepartmentally.</p> <p>Use grade team resources to maximize home contacts and emphasize the availability and need for after school tutoring and Saturday school.</p> <p>Identify bottom third performing students and create action plans in grade team to make sure weaker students are supported.</p> <p>Introduce and train 9th grade teachers in web based curriculum that will integrate the New York state standards with technology and internet support</p> <p>Utilize the geometry program, Geometer's Sketchpad to enhance students understanding of geometry concepts</p> <p>Hold Saturday small group differentiated tutoring sessions to bolster student understanding in each mathematic discipline.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	Per Diem - PROFESSIONAL DEVELOPMENT
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> 3. By June 2011, enrollment will increase in AP courses by 100% therefore exposing more students to college level work.</p>
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<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>□ Hold student information sessions to peak interest in advanced placement courses Have teachers attend Advanced Placement seminars to be proficient in Advanced Placement teaching methods Plan and implement a Summer Achievement Academy where students will begin Advanced Placement studies over the summer</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	8	12						
10	12	32						
11		18		12				
12	5	14		8				

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <input type="checkbox"/> Lunch/After School--Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring. 9th grade level 1 students are scheduled for additional period of ELA each day.
Mathematics:	<input type="checkbox"/> <input type="checkbox"/> Lunch/After School-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring 9th grade level 1 and 2 students are scheduled for 3 additional periods of math skills each week. Algebra review classes are provided to students who have failed to score a grade of 65 or higher on the Algebra Regents.
Science:	<input type="checkbox"/> Lunch/After School-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring
Social Studies:	<input type="checkbox"/> <input type="checkbox"/> Lunch/After School-Saturday School-Rosetta Stone-Spell Read-Regents Preparatory Classes, Credit Recovery Tutoring, Lunch Time and After School Tutoring Global Prep and US History Prep classes are offered afterschool for students who have failed to achieve a passing score on these exams.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> N/A

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Camelot Counseling Services Sparks
At-risk Health-related Services:	<input type="checkbox"/> N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

9-12

Number of Students to be Served:

LEP 17

Non-LEP 466

Number of Teachers 35

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

Williamsburg Prep implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

In the Freestanding ELS component we have students from grades 9-12. They range from Beginner, to Intermediate to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ELS/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

□

Professional Development comes from several sources:

- School-based, from the ESL teacher
- Empowerment Support Organization, Network Special Services Manager
- Office of English Language Learners

Some topics in workshops that the Certified ESL teacher has attended are:

- Oracy in ELLS
- QTEL
- Literacy in ELLs
- Scaffolding Content Area
- Cultural Integration
- SIFE

Section III. Title III Budget

School: 14K561
 BEDS Code: 331400011561

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We are modifying our system to improve lead time on developing written materials so that we can always get written documents translated.

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

We are modifying our current system to improve lead time on developing written materials so that we can always get written documents translated.

Part B: Strategies and Activities

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

The school uses BOE translation services to translate documents, letters, and newsletters.

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

The school uses Spanish speaking staff to assist parents during school conferences and meetings.

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

The school posts notices from the chancellor's office on public bulletin boards.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	446,080.00	114,126.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	5602.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,010.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	56020.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asiders for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

Title I Parent Involvement Policy 2010
Williamsburg Preparatory High School
Kathleen Elvin. Principal

The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Parents and educators will use parent surveys and meetings to assess the effectiveness of our parent involvement policy.

A committee, led by the School Leadership Team, composed of staff and parents will determine what modifications, if any, should be made to our policy.

The Williamsburg Preparatory High School will build strong parental involvement (thereby supporting student achievement and strengthening the school's sense of community and its parent/educator partnership) through:

Out reach from the Parent Coordinator.

Phone calls and letters from the pupil attendance secretary.

Information provided at PTA and SLT meetings.

College Preparatory Workshops.

The distribution of educational materials such as Regents Prep books

Regular contact from Student Advisors.

Communication from the College Advisor regarding high school graduation and college requirements.

School advisors will call parents regularly to inform them of their children's academic and social progress. The parent coordinator will distribute information by letter, posting and email to inform parents of upcoming social and education events such as meetings, workshops and educational opportunities.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team.

Date _____

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

□

WILLIAMSBURG PREP

contributing members of a democratic society and larger global community.

To this end we will guarantee:

- A Regents-based, college-prep curriculum presented in a supportive learning environment.
- Tutoring and other forms of individual attention to enhance academic and social success.
- Student-Center classrooms that support individual learning styles.
- An open door policy to parents with questions, concerns or suggestions.

Parents, in turn, agree to:

- If my child is absent because of illness, I will call immediately and then follow up with a doctor's note. (I understand that doctor's appointments and vacations should never be scheduled during school time.)
- Attend 2 Open School nights each school year.
- I will return permission slips promptly.
- Volunteer at school, attend special functions like school plays and awards ceremonies and participate in PTA meetings as often as possible.
- Notify the school whenever my child is absent or if there is a family situation that will affect his/her school performance. (Major projects and classroom updates are available on our website at www.williamsburgprep.com)
- Make myself available for phone calls and/or emails with my child's advisor every two weeks.
- Every Williamsburg Prep students should arrive at school dressed in a manner that reflects their respect for the school's mission and the serious work in which they will be engaged during the day.
- I understand that if my child is wearing or using something not allowed in school (hat, walkman, cell phone, etc.) that item will be confiscated and in order to have it returned, I will be required to pick it up in person from the school.

Print Name	Signature	Date		
Kathleen Elvin, Principal			(Parent)	However signatures are encouraged.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

□

- See Needs Assessments section 4, p.9
- Williamsburg Preparatory HS earns an A-rating on the New York City Progress Report and a well-developed on the Quality Review. □

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

□

- We currently have 18 CTT classes.
- We have weekly Special Education department meetings and professional development for expanded CTT program
- Class size reduced from 34 to 27
- All 9th graders are scheduled for a double period of ELA
- All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
- Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
- Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global Regents
- Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
- Saturday provides credit recovery and Regents preparation.
- Grade teams meet weekly to review student progress and plan across the curriculum.
- College Readiness supported by trips to several colleges throughout the year for every student.

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

□

- We currently have 18 CTT classes.
- We have weekly Special Education department meetings and professional development for expanded CTT program
- Class size reduced from 34 to 27
- All 9th graders are scheduled for a double period of ELA
- All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
- Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
- Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global Regents
- Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
- Saturday provides credit recovery and Regents preparation.
- Grade teams meet weekly to review student progress and plan across the curriculum.
- College Readiness supported by trips to several colleges throughout the year for every student.

o Help provide an enriched and accelerated curriculum.

□

- We currently have 18 CTT classes.
- We have weekly Special Education department meetings and professional development for expanded CTT program
- Class size reduced from 34 to 27
- All 9th graders are scheduled for a double period of ELA
- All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
- Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
- Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global Regents
- Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
- Saturday provides credit recovery and Regents preparation.
- Grade teams meet weekly to review student progress and plan across the curriculum.
- College Readiness supported by trips to several colleges throughout the year for every student.

o Meet the educational needs of historically underserved populations.

□

- We currently have 18 CTT classes.
- We have weekly Special Education department meetings and professional development for expanded CTT program
- Class size reduced from 34 to 27
- All 9th graders are scheduled for a double period of ELA
- All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
- Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
- Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global Regents
- Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
- Saturday provides credit recovery and Regents preparation.
- Grade teams meet weekly to review student progress and plan across the curriculum.
- College Readiness supported by trips to several colleges throughout the year for every student.

o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

□

- We currently have 18 CTT classes.
- We have weekly Special Education department meetings and professional development for expanded CTT program
- Class size reduced from 34 to 27
- All 9th graders are scheduled for a double period of ELA
- All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
- Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
- Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global Regents
- Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
- Saturday provides credit recovery and Regents preparation.
- Grade teams meet weekly to review student progress and plan across the curriculum.

- College Readiness supported by trips to several colleges throughout the year for every student.

o Are consistent with and are designed to implement State and local improvement, if any.

□

- We currently have 18 CTT classes.
- We have weekly Special Education department meetings and professional development for expanded CTT program
- Class size reduced from 34 to 27
- All 9th graders are scheduled for a double period of ELA
- All 11th graders are scheduled for an additional writing elective to support their preparation for the ELA and U.S. History Regents
- Two additional 45-minute periods of Math instruction were added for all 9th graders to support preparation for the Algebra Regents
- Two additional 45-minute periods of Social Studies instruction were added for all 10th graders to support preparation for the Global

Regents

- Teachers administer four interim assessments to track student progress, produce an item analysis and then create, re-write and adjust curriculum.
- Saturday provides credit recovery and Regents preparation.
- Grade teams meet weekly to review student progress and plan across the curriculum.
- College Readiness supported by trips to several colleges throughout the year for every student.

3. Instruction by highly qualified staff.

□

- See Appendix 4, Part A on page 23

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

□

- Professional development curriculum in 2009-10 is focused on Professional Learning Communities, the habits of Highly Effective Readers, using the resources in *When Kids Can't Read* by Kyleene Beers. Teachers are provided with materials and resources about a particular skill, such as inferencing and synthesizing, develop lessons promoting the use of the technique of the month and share their results.
- CTT support for all staff and for individual teachers is provided by the Special Education department.
- Teachers attend many varied conferences and trainings throughout the year.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- Prep's recruiters attending teacher job fairs; advertise; solicit recommendations from parents and network through our community, Board of Education, and university contacts. We hold recruiting events at the school and help candidates connect with our staff's sense of mission and school culture.

6. Strategies to increase parental involvement through means such as family literacy services.

- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Snapgrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English and Spanish. The school makes daily phone master calls. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls are made daily.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, freshmen bridge, to help integrate families into school culture. Personalized SnapGrades tutoring is offered at every Parent Teacher Night and major school gathering.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- Williamsburg Preparatory High School has developed grade teams that meet weekly to assess the progress of students and to plan curriculum. Grade team leaders meet to advise the principals of their teams concerns and to confer on policy decisions.
- Teachers design their assessments, using Regents questions and state assessments rubrics, to determine students' progress toward meeting state assessment rubrics, to determine students' progress toward meeting state standards.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students'

difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

-
- Expansion of CTT program allows more students to participate in classes that are scaffolded for students who require additional support, even if they do not have an IEP.
- Interim assessment program allows teachers to track student progress and intervene when a student requires additional tutoring on a specific subject, credit recovery, and Regents preparation.
- 9th grade Bridge program in Summer 2008 and 2009 set expectations for the incoming Freshmen.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

N/A

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**Reminder:** 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.

Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
 - is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

3

2. Please describe the services you are planning to provide to the STH population.

Advisory
Guidance Counseling
Camelot Counseling

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_14K561_103010-111325.doc

OFFICE OF ENGLISH LANGUAGE LEARNERS GRADES K-12 LANGUAGE ALLOCATION POLICY SUBMISSION FORM

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 403	District 14	School Number 561	School Name Williamsburg Prep
Principal Kathleen Elvin		Assistant Principal Michael Shadrick	
Coach ----		Coach	
Teacher/Subject Area Lauren Giunta		Guidance Counselor Michael Wilder	
Teacher/Subject Area Joe Termini/Math		Parent Fatima Wassan	
Teacher/Subject Area Erika Yonks/Art		Parent Coordinator Kelly Witkowski	
Related Service Provider		Other	
Network Leader Marisol Bradbury		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	541	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	3.88%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part II: ELL Identification Process:

Initial Identification Process:

Our school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher, Lauren Giunta conducts interviews with new enrollees. This informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. She will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, Michael Wilder and our parent coordinator, Chris Brimer assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Going forward, our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, a transitional bilingual program is chosen by default. They parents will be informed of schools with those options. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. Outreach will be made through our parent coordinator, Kelly Witowski.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										10	5	2	4	21
Total	0	0	0	0	0	0	0	0	0	10	5	2	4	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	16

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0						
Dual Language	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 0						
ESL	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 21
Total	<input type="checkbox"/> 4	<input type="checkbox"/> 0	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 1	<input type="checkbox"/> 16	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> 21

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										10	4	2	4	20
Chinese														0
Russian											1			1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	10	5	2	4	21								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Instructional Delivery

Organizational Models:

Williamsburg Preparatory High School implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades 9-12. They range from Beginner, Intermediate, and Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ESL/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that the ESL teacher can meet the needs of the targeted group during push in classes.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.
- The pull out model is used mostly with newcomers and beginners for social and language enrichment. Pull out ESL classes are created and implemented to support academic as well as social language acquisition. These classes are scheduled during lunch, physical education or electives. The school is careful never to pull students out of classes more than twice a week from the same course. It is important that newcomers as well as all ELLs are acclimated to our school culture and that means being inclusive and remaining in classes

with their peers.

- At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- We cycle the pull-out groups according to student needs.
- We use buddy systems within the content area for an exchange of ideas and skills in Native Language and English.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Beginning students receive 540 minutes per week, Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week.

Subgroups: Differentiate Instruction

Within the ELL population, there are sub-populations that require differentiated instructional approaches to make content comprehensible and enrich language development. These sub-populations include, SIFE, Newcomers, Long-Term ELLs, ELLs receiving 4-6 years of service and ELLs with Special Needs. At our school, we have instructional models targeted to serve each sub-groups' needs. The plan is as follows:

a. SIFE:

Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many of our SIFEs have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFES, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFES. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. NEWCOMERS:

Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share the same native language or home country.

c: ELLS receiving 4-6 years:

These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.

d. LONG TERM ELLS: 6 years or more.

Long term ELLs need instructional plans. Their classes should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs for the student during with after school instruction, Saturday schools, and additional courses during the day. It's important to create continuity within their program (i.e. maintain same teachers, settings that that create zone of proximal development.) An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. Special Education ELLs:

The school must first target ELLs who are X-Coded and/or have IEPs by analyzing data. This data should be re-assessed to align the educational program with the student's current progress. Involve Parents in program determination. Conduct meetings with a team consisting of Special Ed. Pedagogues, ESL teachers and Psychologists to determine the most beneficial educational plan for ELLs with Special Needs. Involve parents in all decisions made by counsel and utilize input of family. Use translators when applicable.

g. Former ELLS:

Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient.

Programming and Scheduling Information:

Our school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops, pre-testing in native language) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. Daily Math and literacy small group instruction classes for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS.

Instructional Materials:

As our ELL population increases, we are reflecting on creating a class of heterogeneous native Spanish speakers, consisting of ELLs and non-ELLs. This NLA arts class would be taught by one of our bilingual staff members. The instructional materials used in NLA would consist of bilingual and native language texts.

Our ESL teacher is currently training herself and her students to use Rosetta Stone language technology. ESL students from every sub-population use a BBC ESL, podcasts and translator programs in to balance between literacy in native and second language.

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries.

Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
- Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available

is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

Our ESL teacher/coordinator receives ongoing professional development via programs such as the Office of English Language Learners, Children's First Network and Integrated Support Services to maintain consistency in ESL education as well as up to date compliance procedures. Often the ESL teacher will conduct mini workshops for the staff based off the information learned at the aforementioned workshops. Some additional professional development activity in our school is as follows:

- Professional development curriculum in 2009-10 is focused on professional learning communities using the strategies outlined in the books, *The Habits of Highly Effective Readers*, and *When Kids Can't Read* by Kyleene Beers. These books provide teachers with materials and resources about a particular skill, such as inferencing and synthesizing, and assist with the development of lessons promoting the use of the technique of the month and then share their results.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided by Marisol Bradbury's Children First Network.
- The staff has attended professional development activities created by our ESL teacher about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.
- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.
- Our ESL teacher and Assistant Principal have received LAP, EPIC training.

We create the following programs in an effort to assist our ELL students as they transition from middle to high school.

- Summer Bridge Program
- Advisory with their ESL teachers

To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.

E. Parental Involvement

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

Parent Involvement

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups with translation services.
- Parent Surveys are provided in the native language of the student's families.
- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Snapgrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls is made daily.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture. Personalized SnapGrades tutoring is offered at every Parent Teacher Night and major school gathering.

Our school does partner up with Community Based Organizations, such as the Arab-American Family Service Group. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families is encouraged. The ESL teacher is also continually reaching out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1
Intermediate(I)										4	3	1	0	8
Advanced (A)										6	2	1	0	9
Total	0	0	0	0	0	0	0	0	0	10	6	2	0	18

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

READING/ WRITING	B										0	1	0	
	I										4	3	1	
	A										6	0	0	4
	P										0	0	0	0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7				3		1			4
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		4	
Math <u>Algebra</u>	4	0	1	
Math <u>Geometry</u>	1	0	0	
Biology	0		0	
Chemistry	0		0	
Earth Science	3	0	3	
Living Environment	4	0	0	
Physics	0		0	
Global History and Geography	1	0	1	
US History and Government	4	0	4	
Foreign Language	4		4	
Other <u>Math B</u>	0		0	
Other <u>Alg2/Trig.</u>	0		0	
NYSAA ELA	0		0	
NYSAA Mathematics	0		0	
NYSAA Social Studies	0		0	
NYSAA Science	0		0	

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

B. After reviewing and analyzing the assessment data, answer the following

Part VI: LAP Assurances

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/28/10
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Williamsburg Preparatory School					
District:	14	DBN:	14K561	School		331400011561

DEMOGRAPHICS

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	v
	2		6		10	v		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		89.7	91.4	91.2
Kindergarten	0	0	0				
Grade 1	0	0	0	Student Stability - % of Enrollment:			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		98.4	96.0	95.5
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		85.4	90.4	90.4
Grade 8	0	0	0				
Grade 9	126	129	164	Students in Temporary Housing - Total Number:			
Grade 10	125	125	140	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	118	118	121		0	15	7
Grade 12	103	106	113				
Ungraded	0	0	1	Recent Immigrants - Total Number:			
Total	472	478	539	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	6	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	24	13	21
# in Collaborative Team Teaching (CTT) Classes	32	42	46	Superintendent Suspensions	22	12	13
Number all others	26	21	23				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	30	35	35
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	8	7
# receiving ESL services only	17	18	TBD				
# ELLs with IEPs	1	2	TBD				

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	0	0	1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	7	4	11	% fully licensed & permanently assigned to this school	100.0	100.0	88.2
				% more than 2 years teaching in this school	30.0	34.3	57.1
				% more than 5 years teaching anywhere	3.3	2.9	17.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	60.0	71.4
American Indian or Alaska Native	0.4	0.4	0.2	% core classes taught by "highly qualified" teachers	94.3	88.2	75.5
Black or African American	35.6	31.2	30.4				
Hispanic or Latino	53.2	55.6	59.2				
Asian or Native Hawaiian/Other Pacific	1.3	1.7	1.1				
White	9.1	10.0	9.1				
Male	46.6	48.1	47.7				
Female	53.4	51.9	52.3				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good	v	Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: v
Math:	Math: v
Science:	Graduation Rate: v

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v	v	78
Ethnicity							

American Indian or Alaska Native						-
Black or African American				v	v	-
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander						-
White				-	-	-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
Student groups making				4	4	1

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	101.7	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	13.1	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	20.9	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	58.7					
<i>(Comprises 60% of the</i>						
Additional Credit:	9					

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 14K561

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$446,080	\$114,126	\$560,206
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,461	\$1,141	\$5,602
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$22,304	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$44,608	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and

develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

All grade teams reviewed students transcript with regard to credit accumulation and/or regents exams. Each student in our school was assigned an advisor to monitor the academic performance of our students. In addition, an online grading system was purchased (snapgrades) and all teachers, students and parents were assigned passwords so that student performance could be monitored in real time. Finally, all teachers utilized interim assessments to identify students at risk of not exceeding the state standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

We have utilized several strategies to assist our students in meeting the NYS standards

- Interim assessments and mock regents exams were administered in the following subjects: English, Algebra, Geometry, Algebra 2, Living Environment, Earth Science, Physics, US History, Global History and Spanish
- We provide tutoring for all of our students during their lunch period, after-school and on Saturdays in December, January, April, May, June.
- We administered a self made assessment in ELA and Math to all 9th grade students in January. Students who performed in the bottom third were registered into an after-school program 2 days a week to receive an additional 2 hours of ELA and 2 hours of Math each week.
- All 9th grade ELA classes meet for a double period each day and all Algebra classes meet 8 periods a week.

3. Instruction by highly qualified staff.
All instructional staff are highly qualified

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

We have weekly department meeting to create and edit curriculum maps that are aligned to the Common Core Standards. In addition, We conduct monthly lunch and learn Professional Development on topics such as: Writing objective rich unit plans, Differentiation through choice, and Utilizing alternative classroom arrangements to address the needs of IEP students.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

Advertisements were placed in the local media and online to fill all vacancies. In addition, we provide support and assistance to all new teachers in our building.

6. Strategies to increase parental involvement through means such as family literacy services.

Monthly meetings are held with the PTA. In addition, we conducted focus groups to assess the needs of our students and their families. We also utilize the School Messenger system and Snapgrades to make our communication more timely and specific. Finally, calendars and other essential communication are mailed home.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NA

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Our school utilizes a grade team structure to discuss the needs of our students. Grade teams meet weekly as part of our teachers circular 6 responsibilities.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See response to #2 above

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

NA

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
--------------	-------------	--	---------------------------------------	--

¹ **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	<i>(i.e., Federal, State, or Local)</i>	in the Schoolwide Program (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			374,707	X	
Title I, Part A (ARRA)	Federal	X			112,985	X	
Title II, Part A	Federal			X	-----		
Title III, Part A	Federal			X	-----		
Title IV	Federal			X	-----		
IDEA	Federal	X			99,237	X	
Tax Levy	Local	X			2,124,664	X	

-
- **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.
 - **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
 - **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
 - **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
 - **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.