



CYPRESS HILLS COLLEGIATE PREPARATORY SCHOOL

2010-11 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: CYPRESS HILLS COLLEGIATE PREPARATORY SCHOOL
ADDRESS: 999 JAMAICA AVENUE
TELEPHONE: 718-647-1672
FAX: 718-647-6719

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331900011659 **SCHOOL NAME:** Cypress Hills Collegiate Preparatory School

SCHOOL ADDRESS: 999 JAMAICA AVENUE, BROOKLYN, NY, 11208

SCHOOL TELEPHONE: 718-647-1672 **FAX:** 718-647-6719

SCHOOL CONTACT PERSON: Alex Maysonet **EMAIL ADDRESS** AMayson3@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Meghan Lynch

PRINCIPAL: Alex Maysonet

UFT CHAPTER LEADER: Elaine Cohen

PARENTS' ASSOCIATION PRESIDENT: Joann Diaz

STUDENT REPRESENTATIVE:
(Required for high schools) Tashawn Francis

DISTRICT AND NETWORK INFORMATION

DISTRICT: 19 **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
Alex Maysonet	Principal	Electronic Signature Approved.
Elaine Cohen	UFT Chapter Leader	Electronic Signature Approved. Comments: No access to a DOE computer before the submission deadline.
Joann Diaz	PA/PTA President or Designated Co-President	Electronic Signature Approved. Comments: No access to a DOE computer before the deadline.
Alba Pabon	Parent	Electronic Signature Approved. Comments: No access to a DOE computer before the deadline.
Meghan Lynch	UFT Member	Electronic Signature Approved. Comments: No access to DOE computer before the submission deadline.
Julie Diaz	Parent	Electronic Signature Approved. Comments: No access to DOE computer before the submission deadline.
Lauren Spota	UFT Member	

* 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.

□

The mission of Cypress Hills Collegiate Prep is to positively impact Cypress Hills and its extended community through a culturally diverse, academically challenging program while empowering each student to achieve self-determination and college success. Now in our third year of existence we have worked very hard develop features that will help us achieve this mission. We hire extra teachers in order to have smaller class size of 25-27 students. Our hiring criterion helps us hire teachers of excellence that can provide an academically challenging program. In small classes, students are encouraged to think critically, engage deeply with a literature-based curriculum, and take ownership over their lives, their community and their school. Individualized learning, hands-on experiences, community involvement and personal development are also addressed through a fieldwork/internship component to the curriculum. Extended day, summer components and Saturday Academy ensure that students are exposed to extracurricular experiences as well as have access to extra academic support when needed.

At Cypress Hills Collegiate Prep, our students are recognized as young adults, and work with parents and educators to govern the school and shape its character. Students hold elections for governance positions that will determine school policies, budgets, social events, curriculum and hiring, in conjunction with parents and school faculty.

Each student is assigned one teacher as a permanent advisor for the duration of their time at the school. Students meet with their advisors once a week as a group, for a class session that covers study skills, personal issues and the college application process.

In addition our schedule is a blocked schedule with hour long classes. Hour-long class periods give students and teachers time to explore topics in depth and participate in creative projects.

Latino- Caribbean studies: CHCP seeks to recognize the significant contemporary role and historical contributions of Caribbean –Latino peoples to American life by infusing Caribbean-Latino studies across the curriculum, so that students will have a better understanding of their community and country.

We have partnerships with the following groups:

Cypress Hills Local Development Corporation: CHLDC is a community-based organization, founded by local residents and merchants in 1983, which serves 8,000 residents each year through housing preservation, economic development and youth and family support services.

Sarah Lawrence College A private liberal arts college in Westchester County, NY, Sarah Lawrence is known for its seminar style of teaching and strong emphasis on writing across the curriculum. Graduate students in writing will conduct weekly workshops.

National Council of La Raza – NCLR is the largest national Latino civil rights and advocacy organization in the United States. They have assisted our school with start-up funding, technical assistance and involvement with a national network of Latino-serving small schools. NCLR is also supporting us with funding for a three year School Development and Improvement project with **Cambridge Education, ExCELL** consultants, and **Understanding by Design** consultants.

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:		Cypress Hills Collegiate Preparatory School								
District:		19	DBN #:		19K659	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 checked="" 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				86.2	TBD	
Kindergarten			0	0						
Grade 1			0	0	Student Stability - % of Enrollment:					
Grade 2			0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3			0	0				95.29	TBD	
Grade 4			0	0						
Grade 5			0	0	Poverty Rate - % of Enrollment:					
Grade 6			0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7			0	0				62.4	73.2	
Grade 8			0	0						
Grade 9			107	102	Students in Temporary Housing - Total Number:					
Grade 10			103	113	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11			109	106				139	TBD	
Grade 12			0	98						
Ungraded			1	1	Recent Immigrants - Total Number:					
Total			320	420	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
								22	2	
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	1	Principal Suspensions			53	TBD	
# in Collaborative Team Teaching (CTT) Classes			1	21	Superintendent Suspensions			4	TBD	
Number all others			29	26						
<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			0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants			0	0	
# in Transitional Bilingual Classes			0	0						

# in Dual Lang. Programs		0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only		30	39	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs		2	6	Number of Teachers		23	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals		5	TBD
				Number of Educational Paraprofessionals		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
		0	TBD	% fully licensed & permanently assigned to this school		100	TBD
				% more than 2 years teaching in this school		0	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere		26.1	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher		65	TBD
American Indian or Alaska Native		1.6	1.4	% core classes taught by "highly qualified" teachers (NCLB/SED definition)		88.4	TBD
Black or African American		15.9	16.2				
Hispanic or Latino		65	68.6				
Asian or Native Hawaiian/Other Pacific Isl.		13.4	11				
White		3.1	2.1				
Multi-racial							
Male		45.3	45				
Female		54.7	55				
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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input 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:			
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				√	√		
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				6	6		

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	NR	Overall Evaluation:	√
Overall Score	NR	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR	Quality Statement 3: Align Instructional Strategy to Goals	W
Student Progress (Comprises 60% of the Overall Score)	NR	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	6	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?

Summary:

Greatest Accomplishments:

Significant Aids:

Significant Barriers

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
<p><input type="checkbox"/> By spring 2011, 40% of our 9th grade student group who scored a level 1 or 2 on 8th grade ELA will show an increase to level 3 or 4 on the 8th grade ELA.</p> <p>-By June 2011, 10% of our 10th grade student group will show an increase to level 3 or 4 on Interim Literacy Assessment.</p> <p>-By June 2011, 20% of our 11th grade student group who scored a Level 1, 2, or 3 on Interim Literacy Assessment will demonstrate progress towards achieving state standards by scoring at level 3 or 4 on the NYS ELA.</p> <p>-By June 2011, 20% of our 12th grade student group scoring a level 1 or 2 on Interim Literacy Assessment will demonstrate progress towards meeting state standards by scoring at level 3 or 4 on the NYS ELA.</p> <p>Our data analysis has shown significant gaps in student achievement at all grade levels. Many students enter the school with levels far below grade level expectations. As a result the school has made writing across the curriculum and the use of ExcELL strategies to be evident in every class</p>	<p><input type="checkbox"/> N/A</p>
<p><input type="checkbox"/> By June 2011, 100% of all teachers will be implementing cooperative learning strategies, differentiated tasks, UbD units, discovery learning opportunities, and project based assessments in their classes.</p> <p>This goal was developed in response to detailed analysis of classroom pedagogical strategies in use and student learning styles.</p>	<p><input type="checkbox"/> N/A</p>
<p><input type="checkbox"/> By June 2011, there will have been a 10-20% increase in the number of parents who participated in our educational and community programs throughout the year.</p>	<p><input type="checkbox"/> N/A</p>

<p>Our first initiative will be a program called Parents As Partners sponsored by our partner the National Council of La Raza. We hope to offer this program several times.</p> <p>By June 2011 we will try to increase the number of parents committed to being involved with the school through the PAP program from 25-30 in 2009-2010 to 50-60.</p>	
<p><input type="checkbox"/> By June 2011, 80% of our senior class will graduate. 20% of our students will earn an Advanced Regents Diploma.</p> <p>Our school has gone through the normal growing pains of a new school and difficult changes which were endured as a result of a move from one building to another. Thus although I would love to say we will have a 95%-100% graduation rate, we lost some of our students who were on track to graduate due to the move.</p>	<p><input type="checkbox"/> N/A</p>
<p><input type="checkbox"/> By Spring 2011, 50% of our 9th grade group who scored a level 1 or 2 on the 7th grade Math Assessment will show an increase to level 3 or 4 on the Interim Math Assessment (based on the 8th grade Math Assessment).</p> <p>By Spring 2011, 30% of our 10th grade group who scored a level 1 or 2 on the March '10 Interim Math Assessment will show an increase to level 3 or 4 on the Spring Interim Math Assessment.</p> <p>By Spring 2011, 30% of our 11th grade group who scored a level 1 or 2 on March '10 Interim Math Assessment will show an increase to level 3 or 4 on the Spring Interim Math Assessment.</p> <p>By Spring 2011, 30% of our 12th grade group who scored a level 1 or 2 on March '10 Interim Math Assessment will show an increase to level 3 or 4 on the Spring Interim Math Assessment.</p>	<p><input type="checkbox"/> N/A</p>

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

Literacy/English

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By spring 2011, 40% of our 9th grade student group who scored a level 1 or 2 on 8th grade ELA will show an increase to level 3 or 4 on the 8th grade ELA.</p> <p>-By June 2011, 10% of our 10th grade student group will show an increase to level 3 or 4 on Interim Literacy Assessment.</p> <p>-By June 2011, 20% of our 11th grade student group who scored a Level 1, 2, or 3 on Interim Literacy Assessment will demonstrate progress towards achieving state standards by scoring at level 3 or 4 on the NYS ELA.</p> <p>-By June 2011, 20% of our 12th grade student group scoring a level 1 or 2 on Interim Literacy Assessment will demonstrate progress towards meeting state standards by scoring at level 3 or 4 on the NYS ELA.</p> <p>Our data analysis has shown significant gaps in student achievement at all grade levels. Many students enter the school with levels far below grade level expectations. As a result the school has made writing across the curriculum and the use of ExcELL strategies to be evident in every class</p>
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Action Plan

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

- 1. English Content Area Team to identify key skills and knowledge essential for each achievement subgroup, based on Interim Literacy Assessment.
 2. Training for data specialist in analysis and interpretation of full range of school data. Formal and informal observations carried out by administration, visiting consultants and La Raza support staff
 3. Creation of individual professional development plans for all teachers to guide training and support for writing development: Professional Dialogues.
 4. Weekly grade level and content level discussion and planning to ensure regular focus on pass rates and progress
 5. Block schedule of one hour and ninety minutes blocks to ensure sufficient time in lessons.
 6. Consistent use of Interim Literacy Assessments.
 7. Regular opportunities to carry out moderation of student work to ascertain consistency in awarding levels, within and across grades
 8. Use of interim check points to measure progress towards outcome goals (internal assessment procedures)
 9. Planned cycle of classroom observation, involving administrators and other staff
 10. Differentiated professional development provided by Grant Wiggins Understanding by Design.
 11. Regular professional development opportunities
 12. Modeling of best practice by coach and other teachers.
 13. Support from ExCELL consultant on ELL strategies

	<p>Support from Cambridge Education School Development Consultant</p> <p>14. Addition of extra after school regents prep class</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><input type="checkbox"/> Use C4E to reduce class size and also to provide per-session for after school tutorial. Use NCLR funds to hire consultants to train our teachers in Differentiation Strategies Grant Wiggins UbD. NCLR will also fund ELL professional development administered by Calderón and Associates. NCLR will provide us with Differentiation training and Administrative training, they will focus their training on looking at student engagement. This is a 2 year project</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will review progress towards our goals every quarter looking at teacher observations, passing rates (scholarship reports), Regents passing rates. We will also look at the Periodic assessments and Internal Assessments taken at the beginning of year and at the end of the year</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"/> By June 2011, 100% of all teachers will be implementing cooperative learning strategies, differentiated tasks, UbD units, discovery learning opportunities, and project based assessments in their classes.</p> <p>This goal was developed in response to detailed analysis of classroom pedagogical strategies in use and student learning styles.</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>□</p> <ol style="list-style-type: none"> 1. Clearly communicate classroom expectations 2. Organize data effectively to support classroom decision making 3. Support grade and content level decision making through the appointment of Grade and Content Area Facilitators 4. Provide regular opportunities for joint planning based on data analysis and identified student needs 5. Implement planned cycle of Effective Classroom Observation 6. Provide precise feedback to teachers on the quality of learning 7. Create a range of professional development opportunities to promote teachers' differentiation skills and knowledge 8. Promote skills through peer observation 9. Develop teachers' skills in setting group and individual goals 10. Share goals with students <p style="padding-left: 40px;">Involve students in self-assessment and goal setting</p> <ol style="list-style-type: none"> 11. Professional development on ELL strategies by Calderon and Associates <p>Professional development on Understanding by Design by Grant Wiggins</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>□ Use C4E to reduce class size and also to provide per-session for after school tutorial. Use NCLR funds to hire consultants to train our teachers in Differentiation Strategies Grant Wiggins UbD. NCLR will also fund ELL professional development administered by Calderón and Associates. NCLR will provide us with Differentiation training and Administrative training, they will focus their training on looking at student engagement. This is a 2 year project.</p>

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> We will review progress towards our goals every quarter looking at teacher observations, passing rates (scholarship reports), Regents passing rates. We will also look at the Periodic assessments taken at the beginning of year and at the end of the year.
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Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, there will have been a 10-20% increase in the number of parents who participated in our educational and community programs throughout the year. Our first initiative will be a program called Parents As Partners sponsored by our partner the National Council of La Raza. We hope to offer this program several times. By June 2011 we will try to increase the number of parents committed to being involved with the school through the PAP program from 25-30 in 2009-2010 to 50-60.
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>	<input type="checkbox"/> <ul style="list-style-type: none"> • Parent Coordinator will lead parent groups following the Parent As Partners curriculum • Attendance incentives for the parents • Phone calls and mailings of school calendar on a regular basis

<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><input type="checkbox"/></p> <ul style="list-style-type: none"> • This work will be done with funds from a grant we received from NCLR to carry out the Parents as Partners program
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will review progress towards our goals every quarter looking at amount of parent participation. Attendance during parent teacher conferences will be an indicator of the impact the program is having.</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"/></p> <p>By June 2011, 80% of our senior class will graduate. 20% of our students will earn an Advanced Regents Diploma.</p> <p>Our school has gone through the normal growing pains of a new school and difficult changes which were endured as a result of a move from one building to another. Thus although I would love to say we will have a 95%-100% graduation rate, we lost some of our students who were on track to graduate due to the move.</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> <ul style="list-style-type: none"> • Saturday Academy for our 12th graders • Extended day Regents prep classes

	<ul style="list-style-type: none"> • Individual Guidance Meetings • Regularly schedule meetings with college advisor • Graduation Portfolio
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>	<input type="checkbox"/> Used Title I money for per session for Saturday Academy and Extended day Regents Prep classes
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> We will review progress towards our goals every quarter looking at teacher observations, passing rates (scholarship reports), Regents passing rates. We will also look at the Periodic assessments taken at the beginning of year and at the end of the year.

Subject Area
(where relevant) : _____

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By Spring 2011, 50% of our 9th grade group who scored a level 1 or 2 on the 7th grade Math Assessment will show an increase to level 3 or 4 on the Interim Math Assessment (based on the 8th grade Math Assessment). By Spring 2011, 30% of our 10th grade group who scored a level 1 or 2 on the March '10 Interim Math Assessment will show an increase to level 3 or 4 on the Spring Interim Math Assessment. By Spring 2011, 30% of our 11th grade group who scored a level 1 or 2 on March '10 Interim Math Assessment will show an increase to level 3 or 4 on the Spring Interim Math Assessment.
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	<p>By Spring 2011, 30% of our 12th grade group who scored a level 1 or 2 on March '10 Interim Math Assessment will show an increase to level 3 or 4 on the Spring Interim Math Assessment.</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> <ol style="list-style-type: none"> 1. Math Content Area team to identify key skills, process and content knowledge, and track progress of students on growth of these skills, weekly. 2. Inquiry Math focus on students using problem-solving strategies, test-taking strategies, calculators skills, and ExCell strategies to increase student understanding. 3. Creation of individual professional development plan for all teachers training, training and support for UbD and differentiating goals. 4. Weekly grade level and content level discussion and planning to focus on pass rates and progress. 5. Block schedule of 90 minute blocks to ensure students have time for project based learning and study essential content information. 6. Consistent use of student work from Math Assessments as tools for goal setting and creating re-engagement lessons. 7. Planned cycle of classroom observation, involving administrators and staff. 8. Differentiate professional development provided by Grant Wiggins Understanding by Design. 9. Addition of extra after school regents prep class. <p><input type="checkbox"/></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><input type="checkbox"/> Use C4E to reduce class size and also to provide per-session for after school.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> We will review progress towards our goals every quarter looking at teacher observations, passing rates (scholarship reports), Regents passing rates. We will also look at the Periodic assessments and Internal Assessments taken at the beginning of year and at the end of the year.</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		48	48		11		1	2
10		48	16		8		1	2
11		37	30	63	6			
12	36	55	35	76	2		1	

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"/> Small group instruction: Extended Day Tutoring, Saturday Academy, After School Tutoring, Regents Prep
Mathematics:	<input type="checkbox"/> Small group instruction: Extended Day Tutoring, Saturday Academy, After School Tutoring, Regents Prep
Science:	<input type="checkbox"/> Small group instruction: Extended Day Tutoring, Saturday Academy, After School Tutoring, Regents Prep
Social Studies:	<input type="checkbox"/> Small group instruction: Extended Day Tutoring, Saturday Academy, After School Tutoring, Regents Prep
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> One on One counseling and group sessions also provided by the school counselor. Mandated Counseling
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Service is provided by the shared School Psychologist. Triennials
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Service is provided by the shared Social Worker
At-risk Health-related Services:	<input type="checkbox"/> Service is provided by the Campus Health Center

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 62

Non-LEP 414

Number of Teachers 2

Other Staff (Specify) 28

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.

□

Background

Cypress Hills Collegiate Prep High School, located at the Lane Campus in Brooklyn, is currently in its fourth year. The entire school population is diversified, representative of the neighborhoods the school serves. The themes of CHCP are Latino-Caribbean culture, Community Service, and Writing across the Curriculum.

The school is staffed by twenty-nine teachers, two guidance counselors, one parent coordinator, six support staff, and two assistant principals. The student body totals 436 with an ethnic breakdown of approximately 2 % White, 17% African American, 68% Hispanic, and 13% Asian.

Our ESL provider is a NYS permanently licensed highly qualified teacher (as per NCLB.)

Our parent coordinator maintains close communication with our entire school community. All calendars, notifications, and invitations are sent out both in English and Spanish.

Instructional Program

Cypress Hills Collegiate Prep High School offers our English language students a comprehensive learning program. Students are mainstreamed into their academic subjects and also have self-contained classes with their ESL teacher. We also provide 'push-in' support services for our students.

It is the results of these assessments and observations that drive our ESL instruction. Based on data analysis, learning goals and curriculum are often modified throughout the year to meet the needs of our ELLs.

It should be noted that during the administration of any kind of testing, all ELL students are provided with the modifications per NYS law. Each has a translation dictionary available and extra time is provided. When possible, students are provided the exams in their native language.

CHCP uses a wide variety of well established programs and ESL learning strategies as part of its ESL program.

After School and Saturday Academy

Another major function of our after school program is to support our ELL's in their content area subjects. During these times, students are assisted with their homework assignments, projects, and studying for exams, to name a few. Providing these students with copies of textbooks in their native language (when available) would certainly lend additionally needed support. A second aspect of support that we employ is to have our ESL teacher meet with content area teachers after school to exchange ideas, discuss students' goals and progress towards such goals, and incorporate ELL strategies into lesson plans for student success.

As our ELL population has been steadily increasing, this year we have adopted the ExC-ELL Program created by Margarita Calderon and Associates. Members of Calderon and Associates have begun training all of our staff (27 teachers) in English language acquisition strategies. Since this training occurs during normal school hours, there is sometimes occasion to call in subs to cover classes of those teachers being trained. At times, meetings do run past official school hours necessitating per session pay.

With ExC-ELL, we are currently focusing on vocabulary strategies and writing. Our intent is to expand soon into reading strategies.

As our ELL population is steadily increasing, our ELL literacy needs are increasing. Our Saturday program has a special allotted time for literacy practice. We have determined the need for literacy textbooks, workbooks, and listening materials. In an effort to provide high interest reading, we subscribe to magazines and teen newspapers such as "Youth Connection."

Parent Activity

An initiative we would like to take this year is to set up a Saturday trip for the students along with their parents. We feel that a trip such as this would support our community building efforts. One excursion we have in mind is the Statue of Liberty and Ellis Island. Since our families are on the lower economic scale, we would need to subsidize part of the trip expenses. We would expect to have about thirty five people attending this Saturday trip, taking place in the springtime. Although there is no admission fee for either site, the round trip ferry costs \$12.00. Other expenses would include public transportation, lunch, and refreshments.

Summation

Cypress Hills Collegiate Prep High School and its staff are highly dedicated to its ELL population recognizing that statistics indicate that ELLs will become a large percentage of New York City Public Schools. We believe we have a progressive program in place that serves the academic, social, and emotional needs of our ELL students. Every member of the faculty is involved in ESL training, collaborative teaching, and utilizing ESL methodologies in the classroom. We strive for more success in this area as our goal is to see our English language learners complete the requirements for their high school diploma and continue onto college.

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.

N/A

Section III. Title III Budget

School: 19K659
 BEDS Code: 331900011659

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	\$11,754	<input type="checkbox"/> 280
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.	\$2,500	<input type="checkbox"/> Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books, Read 180 materials
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	1) 746.00	<input type="checkbox"/> 1) Training on ExCELL, QTEL, or SIOP for ELL and General Ed. teacher 2) Printing services, incentives
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.

During parent conferences we have translators available and based on the demand for them we determined the needs. Parent Coordinator also sends home information in English and in their home language. PC also conducts surveys to determine language needs.

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 have many Spanish speaking parents and we reported it to our school community in our weekly Staff meetings.

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.

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.

Oral interpretation services are provided by in-house staff or parent volunteers.

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>.

This information will be mailed to all the parents.

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:	\$326,981	\$75,219	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,270		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,349	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$32,698	*	

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

WHO CONDUCTS THE EVALUATION:

Superintendent's Office→Principal→Parent Coordinator Forms Completed by parents and returned

Parent Retreats, CEP Retreats, Parent Workshops (Transcript Review, APW, TCP)

and build ties between parents and schools by:

Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

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 P.T.A. President Ms. Monique Williams and the Principal, Marisol Bradbury.

The school will distribute this policy to all parents of participating Title I Part A children on or before October 1, 2009.

Principal's Signature: _____

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.

□

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 2. Parent-Teacher conferences will be held twice a year, once in the fall and in the spring.
 3. The school will provide four progress reports and four report cards to the parents.
 4. Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

[Describe the ways in which parents will support their children's learning, such as:

Monitoring attendance.

Making sure that homework is completed.

.

.

Participating, as appropriate, in decisions relating to my children's education.

Promoting positive use of my child's extracurricular time.

//

OPTIONAL ADDITIONAL PROVISIONS

Specifically, we will:

Do my homework every day and ask for help when I need to.

Read at least 30 minutes every day outside of school time.

Additional Required School Responsibilities

been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002

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.

Please refer to section IV

Schoolwide reform strategies that :

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

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.

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.

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

2. Schoolwide reform strategies that:

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

Please refer to section VI

1. Instruction by highly qualified staff.

Teachers possess the appropriate license required by the State and the City of New York. Teachers in a transitional B license and first year teachers receive mentoring by a colleague, training by network achievement coach, and support by the principal and assistant principal.

Ongoing support through study group meetings and inclusion of all teachers in the inquiry process and school wide literacy research

Teachers meet on a regular basis during the common planning periods to plan, assess lessons, curriculum, rubrics, and portfolios.

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 will be focused on the use of data for the improvement of teaching and learning, a school wide literacy research, and the implementation of a portfolio system.

Teachers will engage in professional development activities during the common planning periods. The meetings will be facilitated by the principal, assistant principal, private consultants funded by NCLR, and teachers.

The Inquiry team will collect and analyze data to identify areas of need

The inquiry team members and teachers will identify and implement strategies to address the literacy needs of students while supporting each other throughout the process.

A school wide literacy program, including reading and writing across the curriculum is developed, implemented, and assessed by all members of the learning community.

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

The Principal and delegates will attend Hiring Fairs throughout the year and will connect with the Teacher Fellows Program and the human resources network staff. A hiring committee consisting of teachers, students, parents, and administration will interview the applicants.

Applicants will be offered a small size classes in an effort to facilitate individualized instruction.

Continuous professional development will be offered to all applicants, including common planning, mentoring, case conferences, and inter-visitiation among others.

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

Parents will be invited to all PTA meetings

Parents will be invited to activities taking place during the school day, including song writing, dance, and luncheons and portfolio presentations.

PTA meetings will be offered at different times in an effort to obtain more participation

A survey and conversation will take place during the first PTA meeting to identify areas, topics, and activities parents would like to participate in.

Workshops, will be offered to parents through Parents As Partners program funded by National Council of La Raza.

Parent Coordinators are planning campus wide parent activities to increase parental participation campus wide.

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.

6. 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.

Teachers will meet during their common planning period to collect and analyze data so that they can plan instruction effectively

Teachers will map curriculum and develop assessment tools during their common planning period and with the assistance of a private consultant funded by NCLR.

Teachers will participate in the school wide literacy research.

Teachers will implement, assess, and modify the portfolio process to assess and support student learning.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards

Students who were identified as performing at levels 1 and 2 will be assessed in literacy and mathematics. Teachers will then develop a plan and set goals to address those areas of improvement. Students will also have an individualized action plan closely monitored by the guidance

counselor, social worker, and teachers. Some of the activities include, weekly meetings to discuss student's weaknesses and strengths, as well as to the social and emotional needs. Weekly meetings to develop, implement, and assess the plan.

Individual sessions conducted by the guidance counselor and or the social worker.

The guidance counselor will conduct conferences with the parent of the student to inform and share the progress of student.

Teachers will assess student work in order to develop strategies to support student.

Teachers will conduct internal school wide assessment to monitor progress towards meetings the goals.

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.

The coordination and integration of federal, state and local services and programs will be central to the integrity of CHCP to deliver quality services to our students. CHCP will utilize federal, state, and local moneys to fund the advisory program. Through this venue we will bring guest speakers, provide opportunities for workshops and utilize outside consultants and organizations to assist in the development and nurturing of character building and supports that fall within the social and emotional domain.

CHCP utilizes federal, state and local services to improve students' academic needs. CHCP will provide a credit recovery program during the summer, and Saturday program during the school year, small group tutoring, small class size, and outside consultants, a college readiness program, and numerous professional development opportunities for the staff.

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.

N/A

- o Help provide an enriched and accelerated curriculum.

N/A

- o Meet the educational needs of historically underserved populations.

N/A

- 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.

N/A

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

N/A

3. Instruction by highly qualified staff.

□

Teachers possess the appropriate license required by the State and the City of New York. Teachers in a transitional B license and first year teachers receive mentoring by a colleague, training by network achievement coach, and support by the principal and assistant principal.

Ongoing support through study group meetings and inclusion of all teachers in the inquiry process and school wide literacy research

Teachers meet on a regular basis during the common planning periods to plan, assess lessons, curriculum, rubrics, and portfolios

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 will be focused on the use of data for the improvement of teaching and learning, a school wide literacy research, and the implementation of a portfolio system.

Teachers will engage in professional development activities during the common planning periods. The meetings will be facilitated by the principal, assistant principal, private consultants funded by NCLR, and teachers.

The Inquiry team will collect and analyze data to identify areas of need

The inquiry team members and teachers will identify and implement strategies to address the literacy needs of students while supporting each other throughout the process.

A school wide literacy program, including reading and writing across the curriculum is developed, implemented, and assessed by all members of the learning community

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

□

The Principal and delegates will attend Hiring Fairs throughout the year and will connect with the Teacher Fellows Program and the human resources network staff. A hiring committee consisting of teachers, students, parents, and administration will interview the applicants.

Applicants will be offered a small size classes in an effort to facilitate individualized instruction.

Continuous professional development will be offered to all applicants, including common planning, mentoring, case conferences, and inter-visitiation among others

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

Parents will be invited to all PTA meetings

Parents will be invited to activities taking place during the school day, including song writing, dance, and luncheons and portfolio presentations.

PTA meetings will be offered at different times in an effort to obtain more participation

A survey and conversation will take place during the first PTA meeting to identify areas, topics, and activities parents would like to participate in.

Workshops, will be offered to parents through Parents As Partners program funded by National Council of La Raza.

Parent Coordinators are planning campus wide parent activities to increase parental participation campus wide.

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.

Teachers will meet during their common planning period to collect and analyze data so that they can plan instruction effectively

Teachers will map curriculum and develop assessment tools during their common planning period and with the assistance of a private consultant funded by NCLR.

Teachers will participate in the school wide literacy research.

Teachers will implement, assess, and modify the portfolio process to assess and support student learning.

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.

□

Students who were identified as performing at levels 1 and 2 will be assessed in literacy and mathematics. Teachers will then develop a plan and set goals to address those areas of improvement. Students will also have an individualized action plan closely monitored by the guidance counselor, social worker, and teachers. Some of the activities include, weekly meetings to discuss student's weaknesses and strengths, as well as to the social and emotional needs. Weekly meetings to develop, implement, and assess the plan.

Individual sessions conducted by the guidance counselor and or the social worker.

The guidance counselor will conduct conferences with the parent of the student to inform and share the progress of student.

Teachers will assess student work in order to develop strategies to support student.

Teachers will conduct formative assessment throughout the year.

Teachers will conduct internal school wide assessment to monitor progress towards meetings the goals.

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.

□

The coordination and integration of federal, state and local services and programs will be central to the integrity of CHCP to deliver quality services to our students. CHCP will utilize federal, state, and local moneys to fund the advisory program. Through this venue we will bring guest speakers, provide opportunities for workshops and utilize outside consultants and organizations to assist in the development and nurturing of character building and supports that fall within the social and emotional domain.

As our students possess a multitude of issues that adversely impact their school success we are committed to coordinating federal, local, and state programs and resources enabling us to offer a broad range of services. Through our advisory program we provide a holistic approach that addresses the academic, social, and emotional. Some of the programs that will support the work of advisory are; violence prevention, gang prevention and awareness, extra curricular activities, tolerance, diversity and respect training, Young Audiences' art programs, on site department of education services, PSAL, nutrition, and Teen Choice among others.

CHCP utilizes federal, state and local services to improve students' academic needs. CHCP will provide a credit recovery program during the summer, and Saturday program during the school year, small group tutoring, small class size, and outside consultants, a college readiness program, and numerous professional development opportunities for the staff.

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;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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/ronlyres/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.)
 - 6 students currently in our school are classified as STH.
2. Please describe the services you are planning to provide to the STH population.

Counseling

Materials: Example, books, pencils, paper

Trip Admissions

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_19K659_110110-153118.docx

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 4	District 19	School Number 659	School Name CYPRESS HILLS CP HS
Principal ALEXANDER MAYSONET		Assistant Principal JESSICA ANAYA, TONI LINKER	
Coach DONNA DRAYSS		Coach MEGHAN LYNCH	
Teacher/Subject Area ELAINE COHEN / ESL		Guidance Counselor AMY YAGER, MILDRED VELASQUEZ	
Teacher/Subject Area RENEE PRESTIGIACOMO/ESL		Parent	
Teacher/Subject Area		Parent Coordinator ELIZABETH GUY	
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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	436	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	14.22%
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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.

When new students enter Cypress Hills Collegiate Prep High School, the first place they go to is the main office at which time the secretary contacts the licensed ESL teacher. This licensed ESL teacher Ms. Elaine Cohen, ESL teacher, is trained in the intake process. During the intake process, the ESL teacher facilitates the gathering of information about the incoming student. If the ESL teacher is unavailable, a content area teacher trained in the intake process, will take her place. The oral interview is conducted in the native language and so if the ESL teacher is unable to communicate, we call upon a member of our staff/faculty who knows the language to assist. If we have no one fluent in the parents' language, we call the Translation Unit. We explain to the parents that we are trying to gather as much information as possible about their child so that we may place the child correctly and provide him/her with the best educational opportunities. During this time, the ESL teacher forms her own assessments as to the language proficiency/dominance of the child. The parents are asked to fill out the HLIS so that the child's dominant language can be determined. The results of the HLIS are used to determine if the child is LAB-R eligible. If so, the LAB-R is administered by the licensed ESL teacher within the first ten days of the child's admission. Before we send the LAB-R exams to the ISC, they are scored by Ms. Cohen by hand on school premises. We realize that these raw scores are not the official scores; however they are used to determine the placement of the child into Beginning, Intermediate, or Advanced classes. If the student is entitled to services, after the LAB-R, we administer the Spanish LAB. For students who were previously enrolled in our school, the identification and placement processes are determined by the NYSESLAT scores. The students will continue to receive services as advanced, intermediate, or beginning depending on the NYSESLAT scores. In September, students and parents receive entitlement letters indicating whether the student has 'passed out' of ESL or still continues to need services. We do make sure that all ELL students take the NYSESLAT exam each year. During the course of the year, we run reports off of ATS such as; RLER, LAT and LAB-R eligible students. We carefully monitor our ELL student population to make sure that all take the end of year NYSESLAT.

Additionally, the NYSESLAT scores are used to drive our instruction. We analyze the strengths and weaknesses of the students in the four skills area and focus on the needs with each individual student. At the end of the year, approximately May or June, the NYSESLAT exam is administered again.

In September, we send an invitation letter to the parents. This letter is prepared jointly by Ms. Cohen and Ms. Guy, the parent coordinator. The letter goes out in English and Spanish. During this parent orientation meeting, which is conducted by Ms. Cohen with the complete assistance of Ms. Guy, we give the parents pamphlets and handouts with detailed information about our program. At Cypress Hills High School we offer free standing ESL classes. In addition, we provide push-in services for our ELL students. In order for the parents to make a well informed decision, we also discuss the other types of programs available such as Bilingual, self contained ESL, and Dual Language. We share research results with the parents regarding the ranking of these programs letting them know that according to research the best choice is dual language, the second best is transitional bilingual program, and the third best is an ESL program. We also show the parent choice video to help the parents make their own choice.

At the end of the orientation, if we have parents who request a program other than what we provide here at CHCP, we tell them two things. We let them know that at the current time, we don't offer that particular program because we don't have enough students for it.

We do keep track of the student and family requests and if in the future, we have enough students, we will provide the program. Until such time, we let the parents know of nearby schools that offer the programs they are interested in for their child/children. Parents have the option; but we often do encourage them to stay with us. This year, as in the past year, parents have elected to have their children become students at CHCP.

Parent involvement is very important at CHCP. We communicate with the parents via letters sent home, letters given to the students themselves, phone calls home, and monthly calendars. We also have parent teacher conferences twice a year. Additionally, we hold meetings with ELL parents at the beginning of the year, and a couple of times later on in the year to maintain contact. We mail out entitlement letters. We personally distribute entitlement letters to parents who attend the orientation session. If we do not receive the entitlement letters back, we will first speak to the student. After that we call home and will send letters of reminder to return the letter. If all of our attempts at communication to retrieve the entitlement letter have failed, we understand that the default program option is transitional bilingual as per CR154.

After reviewing the parent surveys and parent selection forms, 100% of our families choose our Freestanding ESL program at. In our campus site, we happen to have a school dedicated to newcomers. We do inform the parents of this option; however, they have all chosen to enroll at CHCP. And so at this point in time, the ESL freestanding program at CHCP is in line with family choices.

Given the way the world has been changing, we are ever conscience of the increased numbers of families moving from one country to another. Worldwide events such as earthquakes, tsunamis, and wars to name a few, impact the composition of our student body. We look at the trends in population increases and offer more and varied resources to meet the needs of the new types of students we are getting in our classrooms.

Part III: ELL Demographics

A. ELL Programs

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

<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	
<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 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	To t#
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	4	4	4	16
Push-In										3	3	3	3	12
Total	0	0	0	0	0	0	0	0	0	7	7	7	7	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	28	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	20

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Language	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
ESL	<input type="text" value="28"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="14"/>	<input type="text"/>	<input type="text"/>	<input type="text" value="20"/>	<input type="text"/>	<input type="text" value="4"/>	<input type="text" value="62"/>
Total	<input type="text" value="28"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="14"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="20"/>	<input type="text" value="0"/>	<input type="text" value="4"/>	<input type="text" value="62"/>

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	10	12	15	55
Chinese														0
Russian														0
Bengali										2				2
Urdu										1			1	2
Arabic														0
Haitian													1	1
French										1				1
Korean														0
Punjabi												1	0	1

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
Polish														0
Albanian														0
Other														0
TOTAL	0	22	10	13	17	62								

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.

This year Cypress Hills Collegiate Prep High School has a total of 62 English language learners of which 89% are Spanish speakers, 8% speak Urdu /Bengali/ Punjabi and 3% speak French or Haitian Creole. Cypress Hills Collegiate Prep high school provides two organizational models for its ELL students. One is a push-in (co-teaching program) and the other is a free standing ESL program. Our entire student body is organized into cohorts and the ELL students are in one cohort in order to facilitate servicing them. Our program model is organized heterogeneously. We group according to grade levels and so we have mixed proficiency levels in one classroom. This year we transitioned to a 90 minute block schedule for core classes and 45 minutes or 90 minutes for ESL and electives. In order to ensure that students are receiving the correct mandated number of instructional minutes, the programs for ELL students have been specially designed. In addition to 'regularly scheduled school hours, we have an extended day program for our ELLs. This class meets for 45 minutes twice a week. Each level of our students is receiving the mandated number of units as per CR Part 154 through a combination of our free standing program, our push in program, and our extended day program.

Both of our ESL teachers communicate regularly with the content area teachers. At CHCP we strongly believe in the co-teaching model. Teaching is not done in isolation. Our faculty meets twice a week for an hour and a half; once as grade level team meetings, and once as content area team meetings. There is always an ESL teacher present at both meetings. Additionally, the content area teacher and the ESL teacher will meet once a week to plan the push in sessions and then have brief 'update' meetings. The content area teachers confer with the ESL teacher when planning assessments, administering assessments, and evaluating assessments. One of the major purposes of our push in program is to help build academic language in the content area and to provide vocabulary support. Dictionaries and glossaries are also always available to all ELL students as they are in every classroom in our building. All content area teachers have been and are continually trained in ExCell strategies by the ExCell coaches at our school. In the free standing ESL class, we use native language support about 20% of the time. Our ESL teacher can communicate in Spanish and she has students, who for community service credit, volunteer in the classroom to assist with translation when necessary. For languages other than Spanish, such as French and Bengali, again, native language

speaking students volunteer and assist the teacher with translation when necessary.

Students of all proficiency levels are exposed to a rigorous and relevant curriculum. All students are expected to participate in grade level and age appropriate content. We accomplish this by differentiating instruction and scaffolding. Additionally we plan our lessons according to UBD design. We use ExCell strategies in all of our content area classes as well as free standing ESL. We modify the curriculum with ESL strategies such as; cooperative group learning, CALLA, guided reading and writing, graphic organizers, process writing, and modification of text to name a few. An example of how we differentiate a writing assignment may be the type of graphic organizer given, the length of the assignment, and the assessment. Beginner students are given more structured and detailed organizers and shorter paragraph lengths while advanced students have less structured pre writing and writing assignments. For those students who are newcomers we differentiate instruction in ways such as using native language support 25% of the time, modeled writing, guided reading, native language materials and assessment, when possible, age appropriate picture books, sentence builders and sentence completions, and focus on vocabulary, among many other approaches. Our ESL teacher, Ms. Cohen, is also licensed in English Language Arts 7-12 which enables us to help prepare students who now have to take the ELA regents according to NCLB regulations. Those instructional lessons are English through ESL. We look closely at the specific needs of our ELL learners receiving 4-6 years and those exceeding 6 years of service. We analyze the NYSELAT scores to determine exactly where their needs are; i.e. speaking, listening, reading, or writing. We go a step further by item analysis to see what particular skill under reading or writing the student needs to improve. We then design lessons focusing on the needs that we have determined. A focus of CHCP along with community service and Latino Caribbean culture is Writing. Through the Inquiry Team we have done a book study at school using Teaching Adolescent Writers by Kelly Gallagher. We have seen an improvement in the writing skills of these ELL students as a result of applying these strategies to the content area classrooms as well as the free standing ESL classroom. This year we are strongly focusing on Reading Strategies for ELL students using a book by Maragarita Calederon.

Additionally, these students will also continue to improve their linguistic skills. They continue to give presentations in class, engage in debates and classroom discussions, and be held responsible for using academic and social language appropriately.

Transitional students who have tested out of ESL within the past two years receive several types of modifications. During testing they are still provided with glossaries, translational dictionaries, a choice of the exam in English or their native language, and extended time. Also, informally, these transitional students know that they can turn to their former ESL teacher at any time for any help they might need. They are offered the opportunity to attend extended day Regents Prep classes, Saturday Academy, and individualized/group tutoring.

Special needs ELL students are serviced in accordance with their IEP requirements.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
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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?

In order to facilitate learning in the content areas for ELL students, our ESL teacher pushes in to the classes. As mentioned earlier, it is a collaborative effort between the teachers. American Heritage Dictionaries, Spanish dictionaries, French dictionaries, Punjabi, and Urdu dictionaries are available to all our students at all times. Most dictionaries are part of the content classrooms' inventory of supplies. When possible, content area teachers provide copies of material in a student's native language. We also have textbooks in Spanish, we provide students with Regents vocabulary and terms glossaries in French, Spanish, and Haitian Creole (the languages that are available.) Beginning students are provided with various graphic organizers for vocabulary learning. Intermediate students are provided with the opportunity to

increase their vocabulary knowledge and advanced students reinforce their vocabulary knowledge by using it and helping fellow classmates to understand. There are SMART Boards in one half of our classrooms. For those teachers without a SMART board yet, we have laptops and projectors for their use. Several computer programs and websites are used to enhance student learning such as Brain POP, English for Everyone, and Read 180. Teachers use Power Point presentations and use a lot of visuals to help the ELL students understand the content. We also have two lap top carts available for class use. As mentioned in the previous section, we have and continue to use Teaching Adolescent Writers by Gallagher to supplement our writing strategies. This year we are adding Teaching Reading to ELL students by Margarita Calderon to drive our reading instruction. We will not be discontinuing any programs we have in place.

We are careful to be sensitive to the emotional and social needs of our students therefore all material is age and grade level appropriate. The students themselves have expressed the feeling that they are often mistaken as not being knowledgeable when it is just a matter of a language barrier. And so, we choose materials that are applicable and relevant to their lives and experiences. Naturally, this creates a greater interest on their part.

For students who have passed the NYSESLAT exam, we continue to support them by providing test modifications. Additionally, they are encouraged to join in the Saturday program and/ or extended day program for homework assistance, help with their projects, and/or test prep. They know that their ESL teacher is always available to them.

The only language elective currently offered at CHCP is Spanish and this is offered to all ELLs no matter what level.

At the beginning of the school year, newly enrolled ELL students meet with their ESL teacher. They will be given a physical tour around the building, made aware of services offered in the building, meet faculty and staff members who can assist them, especially those who speak their native language. Our job is to embrace our ELL population and welcome them. We see ourselves not just as educational facilitators, but facilitators who need to teach 'the whole person.' This is especially true for newcomers who have so much to adjust to when beginning their lives in a new country.

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.

Paste response to questions 1-3 here Professional development is a major part of life at CHCP. Professional development is provided by school staff, network staff, community leaders, DOE staff, and outside consultants. A certain portion of time during our weekly SLC planning meetings is allotted for the discussion of literacy developments which can be applied to our ELL students. We have trainers specialized in UBD lesson plan design come in and hold workshops for the entire staff. We are a school that focuses on delivering differentiated instruction with all classes, and especially with the ESL classes. Three of our teachers have been trained as ExCELL coaches by Margarita Calderon and Associates. These coaches turn key what they have learned and hold professional development sessions for the entire staff.

The ELL teacher herself attends various workshops in order to keep abreast of changes and new ideas in methodologies and techniques.

The ELL teacher's classroom serves as a 'lab' where content area teachers go in to observe ESL strategies and student learning.

The ExCell training across the board satisfies the 7.5 hours of required training for the staff. This takes place on Fridays for one hour from 2:00 pm to 3:00 pm. Our data specialist, Ms. Jessica Anaya, provides the faculty with results of Acuity and Internal Assessment Exams.

Ms. Anaya leads PD sessions on how to analyze the data and how to use such data to drive instruction.

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?

Cypress Hills Collegiate Prep High School has a very active outreach program towards its parent population. Starting with the very first day when the parent and student are here to enroll, our ESL teacher encourages the parent to have an active involvement in our school. In addition to the two mandated meetings each year, we offer other opportunities for the parents to become involved. At these other meetings, (two more) we have discussions about graduation requirements, understanding transcripts, community service opportunities, promotion, Regents and other State Mandated Exams, and any other concerns the parents may have. When we go on school trips with our ELL students, we ask that the parents join us as chaperones in addition to the teaching staff who attend. This year since our population includes many beginning ELL students, we are offering extended day and Saturday programs. These programs will also be offered to the parents. We have a bilingual Parent Coordinator, Ms. Elizabeth Guy, who does many things to increase parental involvement in our school. Each month a calendar, in English and Spanish, with all events for the month is distributed and mailed home. Ms. Guy assists the teachers by translating all notices sent to our ELL parents. She makes phone calls as well. We have a Parent Association and a Parent Education Program available to all parents, especially ELL parents, called Padres Comprometidos, funded by a grant from La Raza organization. Additionally, we partner with our local CBO, Cypress Hills Local Development Corp, which offers a wide variety of services to our ELL parent population.

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)	0									11	3	4	1	19
Intermediate(I)										7	3	6	9	25
Advanced (A)										4	4	3	7	18
Total	0	0	0	0	0	0	0	0	0	22	10	13	17	62

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		0								8	1	1	1
	I										4	0	1	3
	A										4	3	5	3
	P										4	4	5	3
READING/ WRITING	B										9	0	3	1
	I										9	4	6	8
	A										2	4	3	1
	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									0
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									0
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
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	7	0	1	0
Math <u>algebra 2</u>	2	0	0	0
Math <u>algebra</u>	29	26	5	
Biology				
Chemistry	2		0	
Earth Science	7	6	1	
Living Environment	30	28	2	
Physics				
Global History and Geography	20	17	0	
US History and Government	11	2	3	
Foreign Language	13		10	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
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?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

to have our level ones move to level two; our level twos to level three, etc.

Upon examination of the NYSESLAT and LAB-R scores, we see that ELLs are, in fact, making incremental gains towards English language proficiency. Currently our ELL population is as follows:

45% are Newcomers

23% fall into the 4-6 years of service category

32% fall into the Long Term ELL category

When looking at the overall NYSESLAT proficiency, we see that 31% are Beginners, 40% are Intermediate, and 29% are Advanced. The modality analysis indicates, as we expected, that our students do better on the listening and speaking section than they do on the reading and writing. The speaking and listening scores are in line with the general abilities for the majority of the students. It is the Reading and Writing section, primarily the writing, where our students are not reaching proficiency levels. This is also recognizable when examining the NYS Regents Scores. The ELL students have difficulty with exams where there is a considerable amount of reading and writing.

Approximately 96% of our students prefer to take their Regents exams in English. They are however provided with a copy of their native language (Spanish) should they choose to use that instead. If the native language copy is used at all, it is used for essay writing responses only. It is interesting to note that two of our former ELL students scored in the top highest five scores on the U.S. History Regents.

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and NYS Regents Exams, among other assessments. Adjustments and improvements to our program this year include:

- continue to strongly target language development across the grades and content areas
- increased use of technology in the classrooms
- new utilization of the Achieve 3000 and Destination Math programs
- academic intervention services for those students in need during the school day as well as extended day and Saturday
- extended day and Saturday programs to focus on specific modalities and help students of all levels practice for exams
- rigorous targeting of reading and writing skills in ESL classroom and content area classrooms through meaningful activities
- using ExCell strategies to improve academic language in the maths and sciences
- thorough practice in math problem solving skills
- Inquiry team focus will be on writing for the Global History and U.S. History Regents

We will continue to maintain a print rich environment in our school and use ESL dictionaries (English and Second Language dictionaries.)

We will continue to focus on vocabulary enrichment, started last year, with Margarita Calderon and Associates.

We will continue to encourage all teachers to participate in professional development opportunities focusing on ELL strategies.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	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:	Cypress Hills Collegiate Preparatory School					
District:	19	DBN:	19K659	School		331900011659

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			86.2	83.4
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			95.3	95.5
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			73.2	74.0
Grade 8	0	0	0				
Grade 9	107	102	105				
Grade 10	103	113	100				
Grade 11	109	106	109			139	2
Grade 12	0	98	116				
Ungraded	1	1	3				
Total	320	420	433			22	2

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	1	1	Principal Suspensions		53	48
# in Collaborative Team Teaching (CTT) Classes	1	21	32	Superintendent Suspensions		4	3
Number all others	29	26	19				

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<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	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0
# receiving ESL services only	30	39	TBD				
# ELLs with IEPs	2	6	TBD				

Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Teachers		23	26
Number of Administrators and Other Professionals		5	8
Number of Educational Paraprofessionals		0	0

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
		0	25	% fully licensed & permanently assigned to this school		100.0	96.3
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		26.1	30.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		65.0	73.1
American Indian or Alaska Native	1.6	1.4	1.6	% core classes taught by "highly qualified" teachers		88.4	93.5
Black or African American	15.9	16.2	18.0				
Hispanic or Latino	65.0	68.6	70.2				
Asian or Native Hawaiian/Other Pacific	13.4	11.0	6.9				
White	3.1	2.1	2.5				
Male	45.3	45.0	47.3				
Female	54.7	55.0	52.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated 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:

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		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				v	v	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				v	v	
Economically Disadvantaged				v	v	
Student groups making				6	6	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	F	Overall Evaluation:				NR
Overall Score:	38.9	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.9	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	23					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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

**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 4	District 19	School Number 659	School Name CYPRESS HILLS CP HS
Principal ALEXANDER MAYSONET		Assistant Principal JESSICA ANAYA, TONI LINKER	
Coach DONNA DRAYSS		Coach MEGHAN LYNCH	
Teacher/Subject Area ELAINE COHEN / ESL		Guidance Counselor AMY YAGER, MILDRED VELASQUEZ	
Teacher/Subject Area RENEE PRESTIGIACOMO/ESL		Parent	
Teacher/Subject Area		Parent Coordinator ELIZABETH GUY	
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	2	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	436	Total Number of ELLs	62	ELLs as Share of Total Student Population (%)	14.22%
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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.

When new students enter Cypress Hills Collegiate Prep High School, the first place they go to is the main office at which time the secretary contacts the licensed ESL teacher. This licensed ESL teacher Ms. Elaine Cohen, ESL teacher, is trained in the intake process. During the intake process, the ESL teacher facilitates the gathering of information about the incoming student. If the ESL teacher is unavailable, a content area teacher trained in the intake process, will take her place. The oral interview is conducted in the native language and so if the ESL teacher is unable to communicate, we call upon a member of our staff/faculty who knows the language to assist. If we have no one fluent in the parents' language, we call the Translation Unit. We explain to the parents that we are trying to gather as much information as possible about their child so that we may place the child correctly and provide him/her with the best educational opportunities. During this time, the ESL teacher forms her own assessments as to the language proficiency/dominance of the child. The parents are asked to fill out the HLIS so that the child's dominant language can be determined. The results of the HLIS are used to determine if the child is LAB-R eligible. If so, the LAB-R is administered by the licensed ESL teacher within the first ten days of the child's admission. Before we send the LAB-R exams to the ISC, they are scored by Ms. Cohen by hand on school premises. We realize that these raw scores are not the official scores; however they are used to determine the placement of the child into Beginning, Intermediate, or Advanced classes. If the student is entitled to services, after the LAB-R, we administer the Spanish LAB. For students who were previously enrolled in our school, the identification and placement processes are determined by the NYSESLAT scores. The students will continue to receive services as advanced, intermediate, or beginning depending on the NYSESLAT scores. In September, students and parents receive entitlement letters indicating whether the student has 'passed out' of ESL or still continues to need services. We do make sure that all ELL students take the NYSESLAT exam each year. During the course of the year, we run reports off of ATS such as; RLER, LAT and LAB-R eligible students. We carefully monitor our ELL student population to make sure that all take the end of year NYSESLAT.

Additionally, the NYSESLAT scores are used to drive our instruction. We analyze the strengths and weaknesses of the students in the four skills area and focus on the needs with each individual student. At the end of the year, approximately May or June, the NYSESLAT exam is administered again.

In September, we send an invitation letter to the parents. This letter is prepared jointly by Ms. Cohen and Ms. Guy, the parent coordinator. The letter goes out in English and Spanish. During this parent orientation meeting, which is conducted by Ms. Cohen with the complete assistance of Ms. Guy, we give the parents pamphlets and handouts with detailed information about our program. At Cypress Hills High School we offer free standing ESL classes. In addition, we provide push-in services for our ELL students. In order for the parents to make a well informed decision, we also discuss the other types of programs available such as Bilingual, self contained ESL, and Dual Language. We share research results with the parents regarding the ranking of these programs letting them know that according to research the best choice is dual language, the second best is transitional bilingual program, and the third best is an ESL program. We also show the parent choice video to help the parents make their own choice.

At the end of the orientation, if we have parents who request a program other than what we provide here at CHCP, we tell them two things. We let them know that at the current time, we don't offer that particular program because we don't have enough students for it. We do keep track of the student and family requests and if in the future, we have enough students, we will provide the program. Until such time, we let the parents know of nearby schools that offer the programs they are interested in for their child/children. Parents have the option; but we often do encourage them to stay with us. This year, as in the past year, parents have elected to have their children become students at CHCP.

Parent involvement is very important at CHCP. We communicate with the parents via letters sent home, letters given to the students themselves, phone calls home, and monthly calendars. We also have parent teacher conferences twice a year. Additionally, we hold meetings with ELL parents at the beginning of the year, and a couple of times later on in the year to maintain contact. We mail out entitlement letters. We personally distribute entitlement letters to parents who attend the orientation session. If we do not receive the entitlement letters back, we will first speak to the student. After that we call home and will send letters of reminder to return the letter. If all of our attempts at communication to retrieve the entitlement letter have failed, we understand that the default program option is transitional bilingual as per CR154.

After reviewing the parent surveys and parent selection forms, 100% of our families choose our Freestanding ESL program at. In our campus site, we happen to have a school dedicated to newcomers. We do inform the parents of this option; however, they have all chosen to enroll at CHCP. And so at this point in time, the ESL freestanding program at CHCP is in line with family choices.

Given the way the world has been changing, we are ever conscience of the increased numbers of families moving from one country to another. Worldwide events such as earthquakes, tsunamis, and wars to name a few, impact the composition of our student body. We look at the trends in population increases and offer more and varied resources to meet the needs of the new types of students we are getting in our classrooms.

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained										4	4	4	4	16
Push-In										3	3	3	3	12
Total	0	0	0	0	0	0	0	0	0	7	7	7	7	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	62	Newcomers (ELLs receiving service 0-3 years)	28
SIFE	0	ELLs receiving service 4-6 years	14
		Special Education	4
		Long-Term (completed 6 years)	20

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<input type="checkbox"/>										
<input type="checkbox"/>										

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
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										18	10	12	15	55
Chinese														0
Russian														0
Bengali										2				2
Urdu										1			1	2
Arabic														0
Haitian													1	1
French										1				1
Korean														0
Punjabi												1	0	1
Polish														0
Albanian														0
Other														0
TOTAL	0	22	10	13	17	62								

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.

This year Cypress Hills Collegiate Prep High School has a total of 62 English language learners of which 89% are Spanish speakers, 8% speak Urdu /Bengali/ Punjabi and 3% speak French or Haitian Creole. Cypress Hills Collegiate Prep high school provides two organizational models for its ELL students. One is a push-in (co-teaching program) and the other is a free standing ESL program. Our entire student body is organized into cohorts and the ELL students are in one cohort in order to facilitate servicing them. Our program model is organized heterogeneously. We group according to grade levels and so we have mixed proficiency levels in one classroom. This year we transitioned to a 90 minute block schedule for core classes and 45 minutes or 90 minutes for ESL and electives. In order to ensure that students are receiving the correct mandated number of instructional minutes, the programs for ELL students have been specially designed. In addition to 'regularly scheduled school hours, we have an extended day program for our ELLs. This class meets for 45 minutes twice a week. Each level of our students is receiving the mandated number of units as per CR Part 154 through a combination of our free standing program, our push in program, and our extended day program.

Both of our ESL teachers communicate regularly with the content area teachers. At CHCP we strongly believe in the co-teaching model. Teaching is not done in isolation. Our faculty meets twice a week for an hour and a half; once as grade level team meetings, and once as content area team meetings. There is always an ESL teacher present at both meetings. Additionally, the content area teacher and the ESL teacher will meet once a week to plan the push in sessions and then have brief 'update' meetings. The content area teachers confer with the ESL teacher when planning assessments, administering assessments, and evaluating assessments. One of the major purposes of our push in program is to help build academic language in the content area and to provide vocabulary support. Dictionaries and glossaries are also always available to all ELL students as they are in every classroom in our building. All content area teachers have been and are continually trained in ExCell strategies by the ExCell coaches at our school. In the free standing ESL class, we use native language support about 20% of the time. Our ESL teacher can communicate in Spanish and she has students, who for community service credit, volunteer in the classroom to assist with translation when necessary. For languages other than Spanish, such as French and Bengali, again, native language speaking students volunteer and assist the teacher with translation when necessary.

Students of all proficiency levels are exposed to a rigorous and relevant curriculum. All students are expected to participate in grade level and age appropriate content. We accomplish this by differentiating instruction and scaffolding. Additionally we plan our lessons according to UBD design. We use ExCell strategies in all of our content area classes as well as free standing ESL. We modify the curriculum with ESL strategies such as; cooperative group learning, CALLA, guided reading and writing, graphic organizers, process writing, and modification of text to name a few. An example of how we differentiate a writing assignment may be the type of graphic organizer given, the length of the assignment, and the assessment. Beginner students are given more structured and detailed organizers and shorter paragraph lengths while advanced students have less structured pre writing and writing assignments. For those students who are newcomers we differentiate instruction in ways such as using native language support 25% of the time, modeled writing, guided reading, native language materials and assessment, when possible, age appropriate picture books, sentence builders and sentence completions, and focus on vocabulary, among many other approaches. Our ESL teacher, Ms. Cohen, is also licensed in English Language Arts 7-12 which enables us to help prepare students who now have to take the ELA regents according to NCLB regulations. Those instructional lessons are English through ESL. We look closely at the specific needs of our ELL learners receiving 4-6 years and those exceeding 6 years of service. We analyze the NYSELAT scores to determine exactly where their needs are; i.e. speaking, listening, reading, or writing. We go a step

further by item analysis to see what particular skill under reading or writing the student needs to improve. We then design lessons focusing on the needs that we have determined. A focus of CHCP along with community service and Latino Caribbean culture is Writing. Through the Inquiry Team we have done a book study at school using Teaching Adolescent Writers by Kelly Gallagher. We have seen an improvement in the writing skills of these ELL students as a result of applying these strategies to the content area classrooms as well as the free standing ESL classroom. This year we are strongly focusing on Reading Strategies for ELL students using a book by Margarita Calcedon.

Additionally, these students will also continue to improve their linguistic skills. They continue to give presentations in class, engage in debates and classroom discussions, and be held responsible for using academic and social language appropriately.

Transitional students who have tested out of ESL within the past two years receive several types of modifications. During testing they are still provided with glossaries, translational dictionaries, a choice of the exam in English or their native language, and extended time. Also, informally, these transitional students know that they can turn to their former ESL teacher at any time for any help they might need. They are offered the opportunity to attend extended day Regents Prep classes, Saturday Academy, and individualized/group tutoring.

Special needs ELL students are serviced in accordance with their IEP requirements.

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

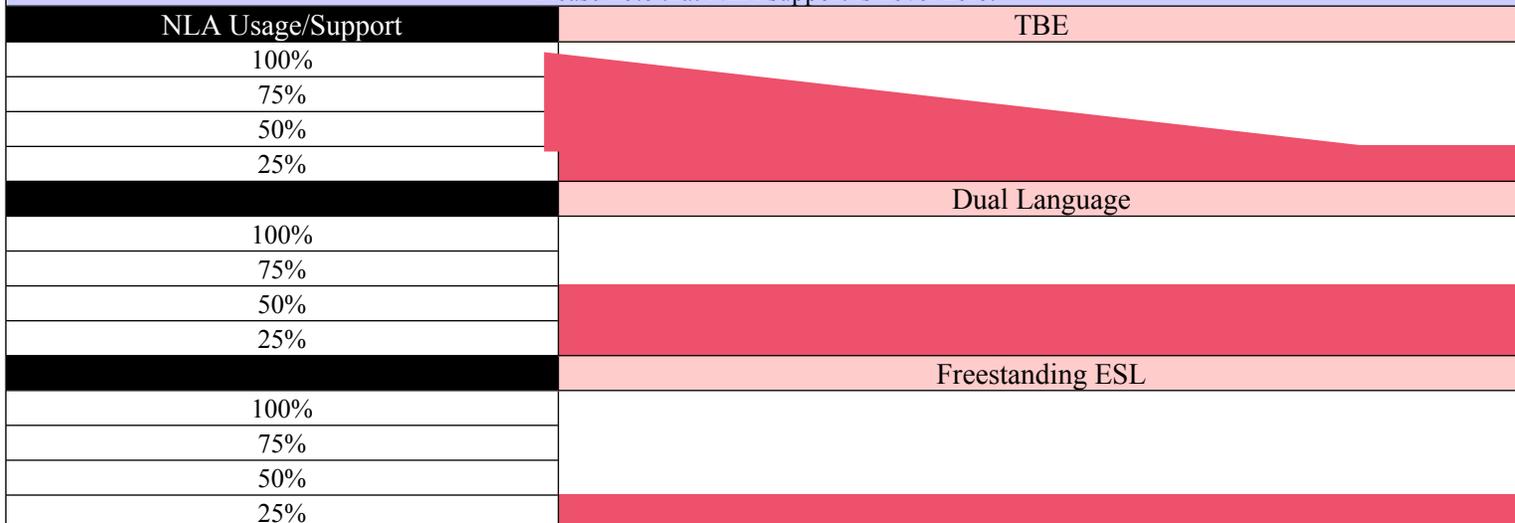
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



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?

In order to facilitate learning in the content areas for ELL students, our ESL teacher pushes in to the classes. As mentioned earlier, it is a collaborative effort between the teachers. American Heritage Dictionaries, Spanish dictionaries, French dictionaries, Punjabi, and Urdu dictionaries are available to all our students at all times. Most dictionaries are part of the content classrooms' inventory of supplies. When possible, content area teachers provide copies of material in a student's native language. We also have textbooks in Spanish, we provide students with Regents vocabulary and terms glossaries in French, Spanish, and Haitian Creole (the languages that are available.) Beginning students are provided with various graphic organizers for vocabulary learning. Intermediate students are provided with the opportunity to increase their vocabulary knowledge and advanced students reinforce their vocabulary knowledge by using it and helping fellow classmates to understand. There are SMART Boards in one half of our classrooms. For those teachers without a SMART board yet, we have laptops and projectors for their use. Several computer programs and websites are used to enhance student learning such as Brain POP, English for Everyone, and Read 180. Teachers use Power Point presentations and use a lot of visuals to help the ELL students understand the content. We also have two lap top carts available for class use. As mentioned in the previous section, we have and continue to use Teaching Adolescent Writers by Gallagher to supplement our writing strategies. This year we are adding Teaching Reading to ELL students by Margarita Calderon to drive our reading instruction. We will not be discontinuing any programs we have in place.

We are careful to be sensitive to the emotional and social needs of our students therefore all material is age and grade level appropriate. The students themselves have expressed the feeling that they are often mistaken as not being knowledgeable when it is just a matter of a language barrier. And so, we choose materials that are applicable and relevant to their lives and experiences. Naturally, this creates a greater interest on their part.

For students who have passed the NYSESLAT exam, we continue to support them by providing test modifications. Additionally, they are encouraged to join in the Saturday program and/ or extended day program for homework assistance, help with their projects, and/or test prep. They know that their ESL teacher is always available to them.

The only language elective currently offered at CHCP is Spanish and this is offered to all ELLs no matter what level. At the beginning of the school year, newly enrolled ELL students meet with their ESL teacher. They will be given a physical tour around the building, made aware of services offered in the building, meet faculty and staff members who can assist them, especially those who speak their native language. Our job is to embrace our ELL population and welcome them. We see ourselves not just as educational facilitators, but facilitators who need to teach 'the whole person.' This is especially true for newcomers who have so much to adjust to when beginning their lives in a new country.

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.

Paste response to questions 1-3 here Professional development is a major part of life at CHCP. Professional development is provided by school staff, network staff, community leaders, DOE staff, and outside consultants. A certain portion of time during our weekly SLC planning meetings is allotted for the discussion of literacy developments which can be applied to our ELL students. We have trainers specialized in UBD lesson plan design come in and hold workshops for the entire staff. We are a school that focuses on delivering differentiated instruction with all classes, and especially with the ESL classes. Three of our teachers have been trained as ExCELL coaches by Margarita Calderon and Associates. These coaches turn key what they have learned and hold professional development sessions for the entire staff. The ELL teacher herself attends various workshops in order to keep abreast of changes and new ideas in methodologies and techniques. The ELL teacher's classroom serves as a 'lab' where content area teachers go in to observe ESL strategies and student learning. The ExCell training across the board satisfies the 7.5 hours of required training for the staff. This takes place on Fridays for one hour from 2:00 pm to 3:00 pm. Our data specialist, Ms. Jessica Anaya, provides the faculty with results of Acuity and Internal Assessment Exams. Ms. Anaya leads PD sessions on how to analyze the data and how to use such data to drive instruction.

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?

Cypress Hills Collegiate Prep High School has a very active outreach program towards its parent population. Starting with the very first day when the parent and student are here to enroll, our ESL teacher encourages the parent to have an active involvement in our school. In addition to the two mandated meetings each year, we offer other opportunities for the parents to become involved. At these other meetings, (two more) we have discussions about graduation requirements, understanding transcripts, community service opportunities, promotion, Regents and other State Mandated Exams, and any other concerns the parents may have. When we go on school trips with our ELL students, we ask that the parents join us as chaperones in addition to the teaching staff who attend. This year since our population includes many beginning ELL students, we are offering extended day and Saturday programs. These programs will also be offered to the parents.

We have a bilingual Parent Coordinator, Ms. Elizabeth Guy, who does many things to increase parental involvement in our school. Each month a calendar, in English and Spanish, with all events for the month is distributed and mailed home. Ms. Guy assists the teachers by translating all notices sent to our ELL parents. She makes phone calls as well. We have a Parent Association and a Parent Education Program

available to all parents, especially ELL parents, called Padres Comprometidos, funded by a grant from La Raza organization. Additionally, we partner with our local CBO, Cypress Hills Local Development Corp, which offers a wide variety of services to our ELL parent population.

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)	0									11	3	4	1	19
Intermediate(I)										7	3	6	9	25
Advanced (A)										4	4	3	7	18
Total	0	0	0	0	0	0	0	0	0	22	10	13	17	62

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

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									0
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
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	7	0	1	0
Math <u>algebra 2</u>	2	0	0	0
Math <u>algebra</u>	29	26	5	
Biology				
Chemistry	2		0	
Earth Science	7	6	1	
Living Environment	30	28	2	
Physics				
Global History and Geography	20	17	0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
US History and Government	11	2	3	
Foreign Language	13		10	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
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?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

This responses to this section will start with question number 6. We use both quantitative and qualitative data to determine the level of success of our program. We analyze the data from our internal assessment exams, Acuity exams, LAB-R, NYSESLAT, and New York State Regents Using the Scholarship Report, we monitor how the ELLs are doing in all of their classes. We make use of teacher input and comments regarding the students' in class performance. Content teachers and the ESL teacher regularly discuss the status of the ELLs, even on an informal basis. What we look for the most is upward movement; our goal besides the obvious of passing exams and assessments, is to have our level ones move to level two; our level twos to level three, etc.

Writing section, primarily the writing, where our students are not reaching proficiency levels. This is also recognizable when examining the NYS Regents Scores. The ELL students have difficulty with exams where there is a considerable amount of reading and writing. Approximately 96% of our students prefer to take their Regents exams in English. They are however provided with a copy of their native language (Spanish) should they choose to use that instead. If the native language copy is used at all, it is used for essay writing responses only. It is interesting to note that two of our former ELL students scored in the top highest five scores on the U.S. History Regents. The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and NYS Regents Exams, among other assessments. Adjustments and improvements to our program this year include:

- continue to strongly target language development across the grades and content areas
- increased use of technology in the classrooms
- new utilization of the Achieve 3000 and Destination Math programs
- academic intervention services for those students in need during the school day as well as extended day and Saturday
- extended day and Saturday programs to focus on specific modalities and help students of all levels practice for exams
- rigorous targeting of reading and writing skills in ESL classroom and content area classrooms through meaningful activities
- using ExCell strategies to improve academic language in the maths and sciences
- thorough practice in math problem solving skills
- Inquiry team focus will be on writing for the Global History and U.S. History Regents

We will continue to maintain a print rich environment in our school and use ESL dictionaries (English and Second Language dictionaries.)

We will continue to focus on vocabulary enrichment, started last year, with Margarita Calderon and Associates.

We will continue to encourage all teachers to participate in professional development opportunities focusing on ELL strategies.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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