



FORT GREENE PREPARATORY ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 13K691

ADDRESS: 100 CLERMONT AVE, BROOKLYN, NY 11205

TELEPHONE: 718-254-9401

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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 13K691 **SCHOOL NAME:** Fort Greene Preparatory Academy

SCHOOL ADDRESS: 100 Clermont Avenue Brooklyn, NY 11205

SCHOOL TELEPHONE: 718-254-9401 **FAX:** 718-254-9507

SCHOOL CONTACT PERSON: Paula Lettiere **EMAIL ADDRESS:** Plettie2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Alima Rowley

PRINCIPAL: Paula Lettiere

***UFT CHAPTER LEADER:** Melissa Peters

***PARENTS' ASSOCIATION PRESIDENT:** Keisha Booker

***STUDENT REPRESENTATIVE:**
(Required for high schools) _____

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 13 **CHILDREN FIRST NETWORK (CFN):** 541 (Replications)

NETWORK LEADER: John Sullivan

SUPERINTENDENT: Dr. James Machen

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/A_55FINAL1.pdf).

Note: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
Paula Lettiere	*Principal or Designee	
Mellissa Peters	*UFT Chapter Chairperson or Designee	
Keisha Booker	*PA/PTA President or Designated Co-President	
Urasia Clayburne	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alima Rowley	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Angela Peterkin	Member/Parent	
Islande Pierre-Louis	Member/Parent	
Paula Odom	Member/Parent	
Ryan Minezzi	Member/Teacher	
Patrice Fenton	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

*** Core (mandatory) SLT members.**

SECTION III: SCHOOL PROFILE

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, New School Proposal, etc.).

Fort Green Preparatory Academy is a new public middle school committed to providing an education of excellence that allows each student to develop intellectual independence, self-confidence and a sense of responsibility towards others both within the school and throughout the larger community.

The school will graduate future leaders, decision-makers and innovators empowered to solve the problems of the 21st Century. To meet this challenge, a rigorous inquiry-based curriculum will push students from foundational knowledge towards the problem solving and critical thinking necessary for success in college and beyond.

Fort Greene Preparatory Academy prepares students for college and the challenges of the modern world through inquiry, research, analysis and problem solving in the core subjects, foreign language and the arts.

Year one instills the foundational skills necessary for success in middle school and beyond. Students will be immersed in grammar, critical reading and writing, pre-algebra, hands on scientific investigation, and project-based social studies. Students will develop foreign language skills in Spanish, begin their study of computer technology and practice studio art skills.

Year two further hones students' thinking skills by engaging students in discourse and debate in their studies of comparative literature and writing, integrated algebra, laboratory science, world history, Spanish and music. Students will also begin their study of Latin in year two.

Year three continues the study of the core subjects, Latin, Spanish, and the arts. Students develop their ability to direct their own learning through student selected exits projects. Integrated Algebra Regents and Spanish Proficiency will be offered this year.

Fort Greene Preparatory Academy has partnered with several non-profit organizations to continue student learning through a daily after school program. In Foundations for Life Learning's daily program, students will receive tutoring and mentoring, explore leadership and life skills, and participate in arts and sports programming. The Irondale Theater Ensemble provides a weekly workshop in improvisational theater. The Free Music Ensemble provides two weekly workshops that include learning to read music, composing original musical pieces, and participating in percussion-based musical performances.

Fort Greene Preparatory Academy's partnership with Lincoln Center Open Stages provides teaching artists to the English Language Arts classroom to help students explore the work of Shakespeare. Students learning will culminate with an annual trip to see a Shakespeare production.

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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 school's use of resources: New 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 are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

Because we are a new school, we do not have a prior year's quality review or progress report with which to gauge student trends. In starting up the school we are offering students a comprehensive program, which includes the study of Foreign Language and Studio Art. These programs have been made available to all students. Standards based instruction has been put in place and the school is moving toward consistent school wide practices around questioning and expectation.

Based on our needs assessment, the school wide improvement initiative is focused on school wide consistency about learning outcomes for all students, time in the classroom, grouping of students and academic rigor and relevance of instruction. Specifically, we are engaging in an on-going conversation about how to sustain our routines, instructional practices and learning environment to meet grade level expectations in all subjects for all students and maximize time on task. We will continue our dialogue regarding quality of instructional time and how to maximize it through consistent and efficient structures for class openings, homework collection, within class transitions and formative assessment.

In reviewing our ATS and CAP, we have a significantly differentiated population. 24 % of the population are students with IEPs. 22% of the population are performing at a level 4 in either Math, ELA or both. 22% are students performing at level 1 in Math, ELA or both. 56% of the population is performing at a level 2 in Math, ELA or both. 29% of the population has been absent more than 15 days in the previous year. One barrier to continuous improvement this year may be that as a new school with only 8 teachers, we have limited personnel resources to address the differentiation needs of the such a diverse population. However, our professional development plan is focusing specifically on differentiation and consistent practice for a diverse population.

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.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

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) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Description:

We will analyze data and create re-teach plans from teacher made tests, student case studies, periodic assessments and NYS ELA and Math tests in order to increase students' proficiency in ELA and Math. We will continue to use data to set measurable goals for our students including our subgroups; students with individualized educational plans and English Language Learners. We will focus our professional development to support staff understanding of data analysis and how to apply understanding of the data to plan more effectively for a differentiated population.

Goal: To develop a school-wide culture of learning using multiple sources and forms of data to differentiate instruction and increase students scores in ELA and Mathematics by 5%.

Description: In order to improve the attendance rate of our population we will identify students with chronic absenteeism and lateness, conduct case study to determine cause of excessive absence. We will outreach to this community via phone call, email, regular mail and in-person conferencing and do referrals to community based family support agencies as necessary. We will use the Advisory to address issues that may cause absenteeism including review of attendance policy and regularly evaluation of patterns of absences to revise strategies. We will reward and celebrate when students meet 90% attendance goals.

Goal: The daily student mean attendance rate will increase by 5%.

Description: To increase students' proficiency level in English Language Arts and Mathematics by analyzing data from teacher made tests, student case studies, interim assessments and NYS ELA and Math tests and creating re-teach and enrichment plans based on the findings.

Goal: To increase students' proficiency levels in English Language Arts and Math by 5%.

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.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ol style="list-style-type: none"> 1. For 90% of the staff to be using to data to plan differentiated lessons specifically targeting the needs of the students. 2. The daily student mean attendance rate will increase by 5% 3. To increase students’ proficiency levels in English Language Arts and Math by 5%.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. School wide professional development—Ramapo training, differentiated instruction training (Summer training, November 2 training); outside coaches will be assigned to specific teachers to support planning (beginning December); Staff will have 2 planning meetings per week built into schedule to analyze data and plan as a team around student needs (ongoing); The lowest third of the population with receive additional support through after school tutoring twice a week (beginning end November) 2. Identify students with chronic absenteeism and lateness; Conduct case study to determine cause of excessive absence; Community outreach via phone call, email, regular mail and in-person conferencing; Do referrals to community based family support agencies; Use of Advisory to address issues that may cause absenteeism including review of attendance policy; Regular evaluation of patterns of absences to revise strategies; Reward and celebrate when students meet 90% attendance goals. 3. Small group enrichment built into the schedule; After school homework help and tutoring program; School wide independent reading initiative; Weekly content team data analysis meetings to strategize re-teach and enrichment plans; School wide implementation of Inquiry Team initiatives; Interim assessment data analysis conducted after each assessment and on-going throughout the year as part of the weekly team meetings; Professional development sessions on data analysis, differentiation and best practices; Use of online data tracking system to communicate with families; Parent training meeting regarding use of online data tracking and Acuity data.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ol style="list-style-type: none"> 1. Ramapo has been contracted to provide professional development and coaching (\$2600) Training coach has been contracted for differentiation training (\$750); three more training sessions will be provided by this trainer (\$2,250); 2. Funding projection = \$1720 (Community Assistant @ 2 hours per week for 20 weeks) 3. After school Success Academy—4 teachers for 3 hours per week over 20 weeks (\$10,000). \$7,500 for teacher inquiry meetings and curriculum development meetings.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Interim Assessments will be evaluated 4 times throughout the year—October, December, February and April; We will look for growth in specific skills being targeted school wide and individual growth; We are looking for a projected gain of 5% on students scale scores in Math and ELA as measured by the State tests in May. 2. Weekly and monthly attendance reports in ATS. 3. Interim Assessments, Teacher made tests and quizzes, quality of in class work and projects, State ELA and Math exams.

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.. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	60	50	23	22	17			
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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. 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:	1.5 hours of after school tutoring using NYS test prep materials in a small group of approximately 15 students Team teaching Targeted tutoring pullout during lunch Advisory: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services by ELL , SPED and AIS teachers Daily after school homework help
Mathematics:	1.5 hours of after school tutoring using NYS test prep materials in a small group of approximately 15 students Team teaching Targeted tutoring pullout during lunch Advisory: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services by ELL, SPED and AIS teachers Daily after school homework help
Science:	Targeted tutoring pullout during lunch Advisory: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services by ELL, SPED and AIS teachers Daily after school homework help
Social Studies:	Targeted tutoring pullout during lunch Advisory: Study skills designed to help student 2 years behind grade level Push-in/Pullout Services by ELL, SPED and AIS teachers Daily after school homework help
At-risk Services Provided by the Guidance Counselor:	Small group (3-5) counseling once a week, one on one counseling once a week

At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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) 6 **Number of Students to be Served:** 6 LEP Non-LEP

Number of Teachers 1 **Other Staff (Specify)** **Content Teachers of ELLs**

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.

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.

Section III. Title III Budget

School: 13K691_____ BEDS Code: 331300010691

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	\$10,000	4 teachers for 3 hours a week over 20 weeks will tutoring in ELA and Math (ELL population will be included in this tutoring)
Purchased services - High quality staff and curriculum development contracts.	\$5,400	Ramapo training and coaching re: differentiated learning (4 half day coaching sessions) Ms. Toby Katz—coach in differentiated instruction (4 half day training sessions) Differentiation training supports planning for ELLs
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$500	Leveled library enhancement
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15,900	

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.

Looking at data in "CAP" and "ATS", we have determined that Spanish is the home language in 8% of our students' household. As a result, we provide community outreach in both English and Spanish. 25% of our staff speaks Spanish fluently and we provide translation during parent meetings, when making phone calls as well as in sending mail to parents. Our non Spanish speaking teachers are supported by this staff.

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.

While the data suggests that 8% of the parents speak Spanish at home most of those parents also speak English fluently. We have 2 families that require translation to communicate. Translated documentation such as school lunch forms and school letters are sent home to parents. Parents have been informed of translation services by staff by our community assistant and at the parents association meeting.

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.

We will continue to develop our needs assessment during Student Orientation, Parent Orientation and Parent-Teacher Conferences to gauge translation services needed by parents. The school's ELL teacher, and Special Education teacher are fluent in both English and Spanish and will translate documents that are sent home to parents. We will purchase a "School Messenger", a system that has the capacity to relay school messages in several languages including Spanish, the dominant language of our community.

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.

When requested or on an as needed basis by a parent/guardian or teacher, the Spanish speaking school staff will be available to offer oral interpretation services.

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>.

During our Student Orientation in August, 2010, we logged the dominant language of parents in attendance for our incoming founding class.

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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:			
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,592		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$3,982	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$7,965	*	

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

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

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

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

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

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part A: School Parental Involvement Policy

1. General Expectations

Fort Greene Preparatory Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(b) of the ESSEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title 1, Part A programs in decisions about how the 1 percent of title 1, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular two-way, meaningful communication involving student academic learning and other school activities, including ensuring---

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school'
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Informational and Resource Center in the State.

2. Description of How School will Implement Required Parental Involvement Policy Components

Fort Greene Preparatory Academy will take the following actions to involve parents in the joint development of its school Parental Involvement Plan under section 1112 of the ESEA:

1. All parents will be given the opportunity to be involved in the School Parental involvement Plan by communicating the school' s intent through letters and telephone contacts.
2. All parents will be encouraged to participate in parent-teacher association meetings through monthly meetings.
3. Parents will be invited to periodic parental workshops in the school and the Region.
- 4.

Fort Greene Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:

1. As part of the School Leadership meetings, the parent constituents will communicate any school review or improvements discussed at the meetings with all the parents through telephone and mail contacts.

Fort Greene Preparatory Academy will provide the following necessary coordination technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Parents will be contacted after each of four marking periods, should the student fail a major subject.
- Students will be able to receive academic support through in school and after school tutoring.
- Parents will receive updated promotional requirements for graduation and grade promotion.

Fort Greene Preparatory Academy will coordinate and integrate Title 1 parental involvement strategies with parental involvement strategies under the following programs:

- P.T.A. Meetings
- Foundations for Life Learning Partnership
- Snapgrades

Fort Greene Preparatory Academy will take the following actions to conduct, with the involvement of parents' an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are any racial or ethnic minority background).The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The evaluation will be conducted through feedback received from parental surveys. These surveys will be given to all parents at parent-teacher conferences, P.T.A. meetings, and parent workshops.
- The P.T.A will conduct and write the survey.
- Parents will be allowed to attend a series of meetings led by the P.T. A., which will describe the results and follow-up of the parent surveys.

Fort Greene Preparatory Academy will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with parents, and the community to improve students' academic achievement.

The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:

- The state's academic content standards
- The state's student academic achievement standards
- The State and local academic assessments including alternative assessments, how to monitor their child's progress, and how to work with educators

The aforementioned will be provided through parent workshops at the District and school, and through the use of flyers.

The school will provide materials and training to help parents work with their children to improve their children's' academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- Attendance Improvement classes for parents of truant students
- Snap grade training
- Resources for the parents in their community for literacy and GED classes.

The school will, with the assistance of its parents, educate its teachers, pupil services, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools, by:

- Telephone contacts
- Written notifications
- Parent-teacher conferences
- Attendance at P.T.A. meetings

The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Frequent contact by the community assistant via telephone contacts and letters send home.

The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other requests, and, to the extent practicable, in a language the parents can understand:

- All telephone and mail contacts will be provided in Spanish and English
- A translator will be provided at all parental meetings including the parent-teacher conferences and PTA meetings.

111. Discretionary School Parental Involvement Policy Components:

The School Parental Involvement Policy will include the following discretionary activities in order to support the students' academic

TEMPLATE FOR NEW SCHOOLS - JULY 2010

achievement listed under section 1118(e) of the ESEA:

- Providing necessary literacy training for parents from Title 1, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teacher or other educators , who work directly with participating children, with parents who are unable to attend those conference at school;
- Adopting and implementing model approaches to improve parental involvement;
- Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

1V. Adoption

The School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs. The SLT will be moving toward adoption of this program and the policy will be distributed to families by the beginning of December 2010.

School-Parent Compact – Attach a copy of the 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 DOE

website at <http://schools.nyc.gov/Parents/NewsInformation/TitleIPIG.htm> 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.

Part B: School –Parent Compact Provisions

Mott Hall Science and Technology Academy, and the parents of the students, participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESSEA) (participating students), agree that this compact outlines how the

parents, the entire school staff, and the students will share the responsibility for improved students academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact will be in effect during the school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities:

Fort Greene Preparatory Academy will:

- 1.** Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's students academic achievement standards as follows:
 - a. Students will be provided with a safe environment that is free of obstacles that impede learning such as bullying or fighting.
 - b. Teachers will receive professional development through coaching meetings with the instructional support staff.
- 2.** Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March of that school year.
- 3.** Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Four progress reports will be given to the parents detailing both academic and character grades that support learning. Additionally, parents will be provided access to Fort Greene Prep's on-line grade system.
- 4.** Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Parents will be make appointments with specific teachers in order to discuss the progress of their child.
- 5.** Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities when this is discussed with set teacher and principal ahead of time.
- 6.** Involve parents in the planning, review, and improvement of the school's parental involvement, in an organized, ongoing, and timely way.
- 7.** Involve parents in the joint development of any Schoolwide Program Plan in an organized, ongoing, and timely way.
- 8.** Hold an annual meeting to inform parents of the school's participation in Title 1, Part A programs and to explain the Title 1, Part A requirement, and the right of parents to be involved I Title 1, Part A programs. The school will convene the meeting at convenient time to parents, and will offer flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title 1, Part A programs, and will encourage them to attend.
- 9.** Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extend practicable, in a language that parents understand.

- 10.** Provide to parents of participating children information in a timely manner about Title 1, Part A programs. that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- 11.** On the request of parent, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- 12.** Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- 13.** Provide each parent timely notice when their child has been assigned or has 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 1.

Parent Responsibilities:

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch and video games they play
- Partnering with the school to build their children's character around the school's core values
- Volunteering in my child's classroom.
- Participating, when appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district wither received by my child or by mail and responding, appropriately
- Serving, to the extent possible, on policy advisory groups, such as being the Title 1, Part A parent representative on the school's School Improvement Team, the Title 1 Policy Advisory Committee, The District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE TO NEW 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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - 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.
 - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.

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.
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.

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

Explanation/Background:

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

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

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

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

the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <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 FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated.
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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.

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.

		(✓)			Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A	Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal					
Title I, Part A (ARRA)	Federal					
Title II, Part A	Federal					
Title III, Part A	Federal					
Title IV	Federal					
IDEA	Federal					
Tax Levy	Local					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS – Must be completed by all new 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.

See section V1 page 11.

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

See section V1 page 11.

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;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

See section V1 page 11.

4. Coordinate with and support the regular educational program;

See section V1 page 11.

5. Provide instruction by highly qualified teachers;

See section V1 page 11.

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

See section V1 page 11.

7. Provide strategies to increase parental involvement; and

See part B page 18

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

NOT APPLICABLE

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

NOT APPLICABLE

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: 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.)

We currently serve 2 students in temporary housing.

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

See section V1 page 11.

Additionally, we provide free uniforms and washing service for uniforms and outreach to families regarding attendance.

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

Attach New School Proposal

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	FORT GREENE PREPARATORY ACADEMY						
District:	13	DBN:	13K691	School		331300010691	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			0				
Kindergarten			0				
Grade 1			0				
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			104	(As of October 31)	2008-09	2009-10	2010-11
Grade 7			0				60.0
Grade 8			0				
Grade 9			0				
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11			0				
Grade 12			0				
Ungraded			0				
Total			104	(As of October 31)	2007-08	2008-09	2009-10

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			11	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			6	Superintendent Suspensions			
Number all others			7				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10

English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants			
(As of October 31)	2008-09	2009-10	2010-11	Early College HS Program Participants			

Number of Staff - Includes all full-time staff:			
(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes			TBD
# in Dual Lang. Programs			TBD
# receiving ESL services only			TBD
# ELLs with IEPs			TBD

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			74.0				
Hispanic or Latino			20.2				
Asian or Native Hawaiian/Other Pacific			1.9				
White			2.9				
Male			49.0				
Female			51.0				

2009-10 TITLE I STATUS

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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 Replications	District 13	School Number 691	School Name Fort Greene Prep
Principal Paula Lettiere		Assistant Principal	
Coach type here		Coach type here	
Teacher/Subject Area Tina Giambastiani-Spanish/ESL		Guidance Counselor Tasheena Norfleet	
Teacher/Subject Area Melissa Peters-History		Parent Keisha Booker	
Teacher/Subject Area Emily Matass-ELA		Parent Coordinator	
Related Service Provider Allison Mahon-Special Educatio		Other Alima Rowley-Community Asst	
Network Leader John Sullivan		Other Tawana Reyes-Para Professional	

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	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	8

C. School Demographics

Total Number of Students in School	105	Total Number of ELLs	6	ELLs as Share of Total Student Population (%)	5.71%
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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.

paste response to questions 1-6 here

1. Upon enrollment, potential ELLs are identified by conducting an informal oral interview, in English and/or native language, to complete the HLIS survey. The interview is conducted by ESL staff in English and Spanish, and NYDOE translation services are called if translation services are needed for other native languages. Initial student class placement is based on this interview, and confirmed after LAB-R testing by ESL staff within 10 days of enrollment. Upon confirmation of ELL status, parental notification explaining placement and procedures are sent in the native language. All ELLs complete the annual NYSESLAT assessment to measure progress towards English language proficiency. Testing is scheduled and coordinated by the school testing coordinator with assistance from the ESL coordinator. ESL staff includes:

Tina Giambastiani--certification Spanish 7-12, SWD, and in process for ESL certification. Teacher of ESL and Spanish.

2. Parent orientation is conducted by ESL staff at the time of first enrolment, in the native language by staff or NYDOE translation. At this time, parent choices are explained, information is provided in the native language, parents watch the informational DVD, and ask questions regarding the program and instruction. The parent survey and program choice form is completed at the time of enrollment, with parents notified that students will complete the LAB-R within 10 days to verify ELL status.

3. To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ESL staff. If a parent chooses not to complete the forms during the orientation, the ESL coordinator will contact parents by phone to ensure the forms are returned within 10 days of enrollment. Entitlement letters are mailed upon completion of LAB-R assessment, within 10 days of student enrollment.

4. At time of enrollment and based on the findings from the parent interview and the HLIS form, new ELLs are placed in the ESL program (currently the school does not have a Bilingual or Dual Language program). Initial placement is provisional; contingent on results of the LAB-R assessment, conducted within 10 days of enrollment. Parents are consulted if students' initial placement is not supported by their LAB-R results (i.e. tested proficient).

5. Fort Greene Preparatory Academy is a new school that opened in September 2010. We have no prior data to base trends on. However, during the enrollment process no new comers enrolled in our school this year and have 6 ELL students who are either intermediate or advanced. Should the needs of the school change, we will revise our current ESL program to accommodate the needs of the students.

6. The programs offered at FGPA (ESL) are based on NYS research-proven successful program models and staff resources. Continuing ELL students enrolled after participating in various programs at several other schools. Parents were informed of student program placement for 2010-2011 in parent notifications which also note scores on most recent LAB-R or NYSESLAT.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							1							1
Push-In														0
Total	0	0	0	0	0	0	1	0	0	0	0	0	0	1

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	2	0	1	4	0	2	0	0	0	6
Total	2	0	1	4	0	2	0	0	0	6

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

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
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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	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							5							5
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	6	0	0	0	0	0	0	6

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.

1 a) The organizational models used in the ESL program are push-in and pull-out. ESL pull-out instruction is provided to one group of students, who are transitioned to a push-in model as their proficiency increases: 1) intermediate and advanced ELLs.

1 b) ESL program model is push-in and pull-out, and uses heterogeneous grouping. ELLs in 6th grade who receive ESL instruction remain with their home class for content instruction with pull-out and push in support ESL support.

2. Staff organization for mandated ESL instructional minutes is arranged to ensure standard, varied, grade-level instruction for students in heterogeneous class settings push-in ESL, and pull-out ESL class.

Students in ESL programs receive ESL instruction from a certified ESL instructor. Content courses are taught by certified content teachers (math, science, history) with push-in ESL support.

2 a)

ESL programs consist of 5 (250 minutes weekly) of pull-out and push-in ESL. Intermediate students receive an additional 100 minutes of language support as part of the foreign language component, where they work in small group around language skills. Literacy classes containing ELLS scaffold instruction; building language proficiency while ensuring students receive grade-level content.

3. Content areas of math, science, and humanities/history include standard, varied, grade-level instruction for students in the ESL programs. All content courses are provided by instructors certified in their area, using native language where possible to make content comprehensible, and ESL scaffolding strategies to enhance language development.

4. Instruction is differentiated for all ELL subgroups. Starting in November, FGPA will provide an additional 2 hours of instruction in reading and math as part of the after school program. In addition, to these added instructional supports, the following instructional differentiation is provided for specific ELL subgroups:

4a) SIFE Students: We are not currently servicing SIFE students. Should we receive SIFE students, teachers will provide additional instruction support and analyze data to target areas of weakness.

4b) Newcomers in US schools less than 3 years: We have two Spanish-speaking newcomers receive native language instruction through the ESL program, use and have access to native language materials in all classes, and receive native language support from Spanish-speaking teachers and staff. Recently arrived students (less than one year in US schools) receive additional pull-out intensive, structured ESL instruction.

4c) ELLs in US schools 4-6 years: We have 4. Administrators and teachers analyze available and current test data (NYSESLAT, ELA, Math, period content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains. In-class instructional grouping allows targeted intervention to promote progress and challenge.

4 d) Long-term ELLs (more than 6 years): We are currently not servicing any Long-term ELLS. Should we receive a long-term ELL, administrators and teachers will analyze available and current test data (NYSESLAT, ELA, Math, periodic content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains, with an emphasis on academic language building and application.

4 e) ELLs with special needs: Multiple needs students receive ESL instruction as specified in their IEPs, in addition to mandated services in self-contained or collaborative team teaching settings. ESL instructors work with certified special educators and therapists to build language in accordance with the students' other instructional and learning needs, and with mandated accommodations for individual students.

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

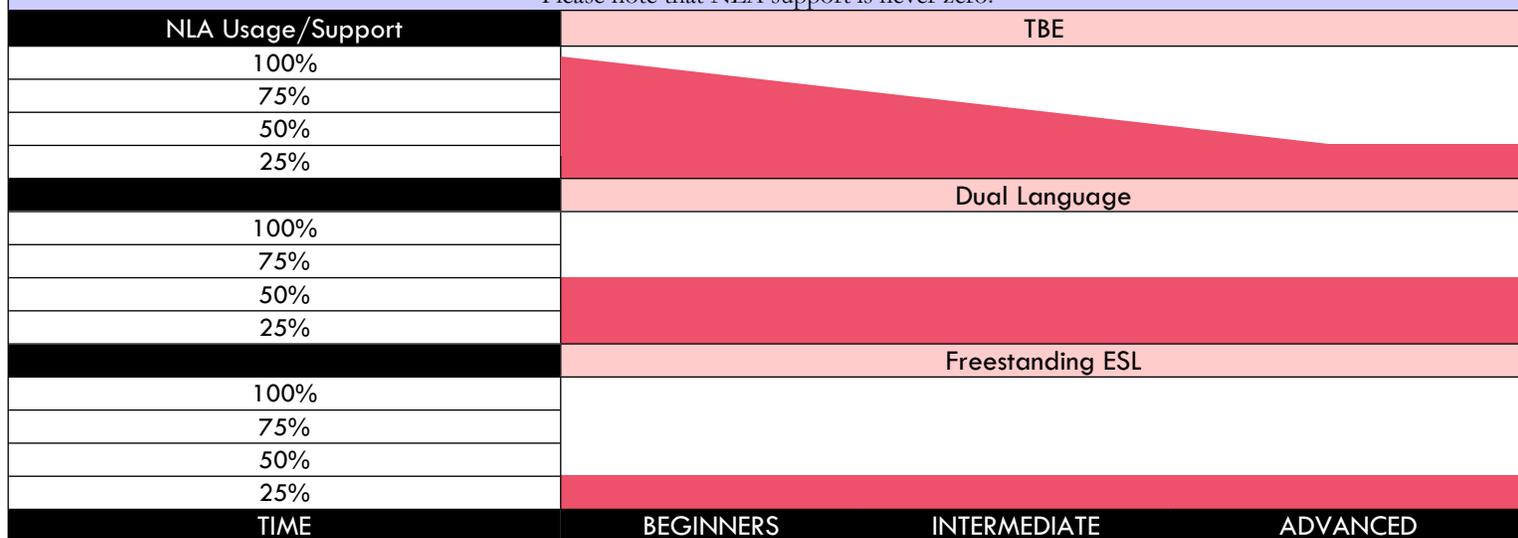
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

5. ELA: FGPA uses differentiated lesson planning and targeted literacy instruction based on McLeod reading level and Acuity assessment data to build literacy levels. In addition, ELLs will attend the extended day program (commencing in November) for an additional hour of instruction twice weekly in ELA, including reading comprehension and writing skills.

Math: FGPA uses differentiated lesson planning and targeted instruction based on the Acuity assessment data. ELLs will attend the extended day program (commencing in November) for an additional hour of instruction twice weekly in math, including computation and grade-level concept skills.

6. ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who meet regularly with ESL instructor to learn and apply ESL teaching methodologies to support continued language support and development. All teachers at FGPA participate in weekly group team meetings, at which individual student needs and instructional strategies are discussed. Teachers will also receive regularly scheduled professional development on differentiation instructional strategies for ELLs and Students with Disabilities during the year by outside coaches.

7. We will continue to assess student progress in different settings under various instructional program models, and make adaptations as student needs and progress dictate. In addition, we are monitoring parent program choice requests as we receive new ELLs to the school, and may develop additional ESL programs based on parent selection.

8. At this point we have no plans to discontinue any ELL programs, but will make changes as data indicates which instructional models are most effective in meeting the language development needs of all ELL subgroups.

9. All ELLs at FGPA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs, and off-campus learning trips.

10. Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas.

11. Spanish-speaking ELLs in the ESL program receive support from the ESL instructor who speaks Spanish, and Special Education teachers who also speak Spanish. Currently there are two languages represented in our ELL population, although Spanish is the only language shared by instructors. We have one IEP student who speaks Arabic. He receives additional literacy support in his small group setting through the Special Education teacher and paraprofessional.

12. FGPA opened in September 2010 with 6th grade class only. All instruction is linked to and guided by NYS 6th grade standards for content, ESL and ELA.

13. FGPA conducts a summer orientation session for all students in September, two weeks before the first day of school. In this orientation, all students (including new ELLs) and their parents meet teachers, learn about class expectations and requirements, tour the school, and engage in team building activities to build friendships and school culture.

14. All 6th grade students, including ELLs, have a Spanish language elective.

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)?

Not applicable.

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.

1. ESL instructors have attended several professional development workshops, including the Language Allocation Policy (LAP) Development workshop in October. ESL and content teachers will attend additional workshops to support their growth in providing differentiated instruction in the content areas throughout the year. In addition, all teachers, including ESL teachers and content teachers, participate in weekly group team meetings to discuss student needs and instructional strategies across all content areas.

2. Professional development is currently underway for all staff on promoting the critical thinking routines/writing routines that are necessary for high school. Staff will be infusing tiered lessons, which reflect the caliber of writing, critical thinking routines and inquiry necessary for high school work. This year FGPA opened with 6th grade only. In the next two years we will be grow to include grades 6-8. A plan is therefore being developed to support instruction for ELLs who will transition from 8th grade to high school in 2013.

3. Staff will participate in our PD initiative on differentiation, which will include looking at the expert knowledge on what is differentiation and how to apply it in the classroom, book analyses on differentiating instruction for all learners, dissecting case studies of differentiation across content areas, and finally, analyzing our own lesson plans to observe evidence of differentiation. All staff meet with grade teams weekly to discuss school and student specific issues, and share best practice instruction for all subgroups, including ELLs. The school also has a formal professional development contract in progress for all staff: Ramapo and Literacy Consultants will conduct ongoing half day sessions throughout the year, working with literacy and content teachers to increase effectiveness in classroom management and instructional differentiation.

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?

1. Parental involvement at FGPA is fostered through PA meetings and parent conferences.

FGPA intends to use technology to promote parent involvement, including implementing Snapgrades, a web-based grading and communication system which allows students and their parents to check assignments and grades, and communicate with each teacher. We will also be implementing our automated voice messaging system which may leave voice messages in Spanish for Spanish-speaking parents to make them aware of school events and requirements.

2. As a new school we are currently developing a plan to implement these partnerships as we grow.

3. FGPA evaluates the needs of parents informally through individual parent conferences and communication with the parent coordinator, and formally through regularly scheduled PTA and SLT meetings throughout the year.

4. We are currently gathering data that will inform the plans we put in place to meet the needs of the parents, working closely with the PA.

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
Intermediate(I)							2							2
Advanced (A)							4							4

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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)								

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.

1. All incoming 6th grade students, including ELLs, complete benchmark literacy and math assessments during the first week of instruction. This data is supplemental to ELA, Math, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional schedules, and in-class instructional grouping.

2. NYSESLAT data reveal that in both 6th grade, the ELLs at FGPA are advanced (66%) and intermediate (34%). Our demographics present a challenge: 50% of ELLs overall have IEPs. 100% intermediate ELLs have IEPs. These data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment, while addressing additional needs of ELLs receiving special education and resource services.

3. Most 6th grade ELLs at FGPA are advanced in listening/speaking (50%), or proficient (33%). 33% is advanced in the reading/writing and another 33% is proficient. The students who are intermediate are students with IEPs.

This data strongly indicates that our students with IEPs require more needs-based instruction in reading and writing. It also highlights the need for the ESL and Special Education teachers to work together in consultation with the students IEPs to set literacy goals and targeted instruction plans that support literacy in each content area classroom.

4a)

ESL Program: Of the 6 grade 6 ELLs currently enrolled, all students received the Math assessment for grade 5 in English at the previous schools. Two students received the Math assessment in 4th grade in Spanish but remained a level 2 in both grades.

b) The first ELL Periodic Assessment will be administered in Spring 2011. Results will be compared to current NYSESLAT and LAB-R results, and used to gauge student and progress. Based on our findings, instruction strategies and group work will be restructured to address student needs and focus efforts towards language progress and proficiency. Results will be disseminated to teachers, students, and parents as follows:

- Teachers will use results in conjunction with in-class assessments and observations, to target instruction based on student needs in four language domain areas.
- Students will receive results and incorporate them into student portfolios for self-assessment and goal-setting. These portfolios will contain assessment data and contain self-selected samples of student work demonstrating progress and achievement in the four domain areas.
- Parents will receive the results and view student portfolios during Parent-Teacher conferences, to facilitate parent-teacher-student collaboration in language development.

c) Our first school-wide periodic assessments were completed last week and data is currently being analyzed for student performance in all

5. Not applicable.

6. In the ESL program, success will be gauged by progress on state assessments and student performance, and achievement of AMAOs, as follows: 1) annual increases in the number or percentage of LEP/ELLs making progress in learning English (increasing at least 43 total scaled score points, or increasing a proficiency level, on each annual NYSESLAT administration); 2) annual increases in the number or percentage of LEP/ELLs attaining English language proficiency; and 3) adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics.

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.

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		11/9/10
	Assistant Principal		
	Parent Coordinator		

	ESL Teacher		11/9/10
	Parent		11/9/10
	Teacher/Subject Area		11/15/10
	Teacher/Subject Area		11/15/10
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		