



TEACHERS PREPARATORY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 23K697

ADDRESS: 226 BRISTOL STREET, BROOKLYN, NY 11212

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 23K697 **SCHOOL NAME:** Teachers Preparatory School

SCHOOL ADDRESS: 226 Bristol Street Brooklyn, NY 11212

SCHOOL TELEPHONE: 718 498 2605 **FAX:** 718 345 8069

SCHOOL CONTACT PERSON: Carmen Simon **EMAIL ADDRESS:** Csimon6@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: James Torta

PRINCIPAL, I.A.: Carmen Simon

UFT CHAPTER LEADER: Tara Dunderdale

PARENTS' ASSOCIATION PRESIDENT: Julia Lopez

STUDENT REPRESENTATIVES:
(Required for high schools) Lizette Alexander

Brittany Harris

DISTRICT AND NETWORK INFORMATION

DISTRICT: 23 **CHILDREN FIRST NETWORK (CFN):** 302

NETWORK LEADER: Roz German

SUPERINTENDENT: Aimee Horowitz

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Carmen Simon	*Principal or Designee	
Tara Dunderdale	*UFT Chapter Leader or Designee	
Julia Lopez	*PA/PTA President or Designated Co-President	
Mary Alexander	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Marion Dewberry	DC 37 Representative, if applicable	
Lizette Alexander	Student Representative, if applicable	
Brittany Harris	Student Representative, if applicable	
James Torta	SLT Chairperson / English Teacher UFT	
Elaine Savage	Math Teacher / UFT	
Ernestine Aiken	Parent / Parent Association	
Darlene Anderson	Parent / Parent Association	
Geraldine Moore	Parent / Parent Association	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

Vision: *We are a school that fosters academic excellence and prepares future community leadership. Within our school community, adults and students communicate with genuine respect, effectively manage conflict, respect judgment, and learn and grow together. Teachers maintain high expectations for student achievement and students understand and meet these expectations. By understanding and meeting these expectations, our students prepare for entrance into competitive teacher education colleges and subsequently into teaching and leadership careers.*

Mission: *We are dedicated to creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning. We will prepare tomorrow's educational leaders by modeling superior instruction in our teaching and by developing social efficacy skills through meaningful interactions with positive adult role models. Through curriculum and instruction that are challenging and rigorous, we will maintain high academic standards that satisfy requirements for the Regents diploma and prepare students for higher learning.*

Teachers Preparatory School (TPS) is a 6 -12th grade secondary school located in the Brownsville section of Brooklyn, New York. The community is predominantly African-American, with a small but growing immigrant population from Latin America and the Caribbean. The building is shared with Frederick Douglass Academy VII, which occupies the fifth floor and most of the fourth floor. TPS classrooms and offices are on the second, third, and part of the fourth floor. The two schools share the library, science lab, gymnasium, and cafeteria.

TPS serves a population of approximately 580 students, about 11% of whom, not including related services, have IEPs ranging from SETSS to CTT to self-contained. Six students, or 1%, require and receive ELL services. According to available ethnic data, 88% of the students are Black, 11% are Hispanic, and 1% is White. Female students account for 64% of the population, while males account for the remaining 36%. The majority of students are from low-income families, and more than 70% qualify for free lunch.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Teachers Preparatory School				
District:	23	DBN #:	23K697	School BEDS Code:	33230001697

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					94/84.4	93.6/85.2	TBD		
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					96.5	95.9	TBD		
Grade 4									
Grade 5				Poverty Rate: % of Enrollment					
Grade 6	49	42	54	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	42	55	50		73.5	73.5	81.6		
Grade 8	60	54	58						
Grade 9	145	139	129	Students in Temporary Housing: Total Number					
Grade 10	147	127	120	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	89	109	90		2	12	6		
Grade 12	80	81	79						
Ungraded	2	0	2	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	614	607	582		1	1	1		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	31	31	36	Principal Suspensions	44	47	TBD		
No. in Collaborative Team Teaching (CTT) Classes	16	11	5	Superintendent Suspensions	11	6	TBD		
Number all others	23	33	34						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	Na	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	5	4	6	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	3	7	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	44	43	40
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	12	12
(As of October 31)	2007-08	2	3	Number of Educational Paraprofessionals	2	3	4
	15	10	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100	100	TBD
American Indian or Alaska Native	0.3	0.3	0.3	Percent more than two years teaching in this school	55.6	60	TBD
Black or African American	86.5	87.5	84.4	Percent more than five years teaching anywhere	26.7	48.9	TBD
Hispanic or Latino	12	10.9	13.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.2	0.2	0.5	Percent Masters Degree or higher	76	80	TBD
White	1	0.8	0.9	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.9	95.1	TBD
Multi-racial							
Male	35.7	35.7	33.8				
Female	64.3	64.3	66.2				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)	
	ELA:	IGS		ELA:	IGS
	Math:	IGS		Math:	IGS
	Science:	IGS		Grad. Rate:	IGS

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓	✓	✓	✓	79
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓	✓	✓	✓	✓	
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	✓	✓	✓	✓	✓	✓	
Student groups making AYP in each subject	3	3	3	3	3	3	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A/A	Overall Evaluation:	NR
Overall Score	72.0/ 72.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10/ 10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	21.4/ 15.0	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	37.6/ 43.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.0/ 4.0	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Trends

- According to progress report data, the school has consistently outperformed other schools relative to city/peer horizon as a whole in high school regents passing rates.
- According to ARIS data, the high school has outperformed neighboring high schools in the percentage of students passing regents exams and the percentage attaining mastery on regents exams for the past four years.
- Based on OORS data, suspension rates, after rising for several years, have leveled off and begun to decline.
- The school continues to struggle with efforts to improve its daily attendance rates.
- Teacher retention has improved significantly over the last three years.

Greatest Accomplishments

- According to the NYC High School Progress Report data, high school students outperformed other high school students citywide and in its peer horizon on all five major regents exams, and are in the 96% or higher on the math, science, and global history regents.
- In all groups, our middle school's Performance Index in ELA and math exceeded the NYS Effective Annual Measureable Objective.
- The school received an A on its high school progress report and an A on its middle school report for 2 out of 3 consecutive years.

Challenges

- According to NYC Middle School Progress Report data, middle school students did not outperform most other middle school students citywide and in its peer horizon on middle school math and ELA assessments.
- According to NYC Progress Report data, the school lags in credit accumulation during the first and second years in high school relative to other high schools and relative to its success on Regents exams.
- High school attendance rates remain problematic. According to progress report data, the school was close to average when compared to schools in their peer horizon and citywide.

- The school has struggled to increase the number of regular diplomas earned by non-SETSS IEP students. Last year, while all graduating SETSS students earned regular high school diplomas, all of the graduating self-contained students earned IEP diplomas.
- According to the student responses on the Learning Environment Survey the school needs to develop a stronger sense of whole community.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- Based on our needs assessment, the SLT found that the school has been less successful in getting first and second year high school students to accumulate the credits they need for promotion to the next grade than it has been at helping the same students pass their Regents exams. As a result, we have made increasing the percentage of high school students earning ten or more credits in their second and third years a priority goal for the 2010-2011 school-year.
- Based on our needs assessment, the SLT found that self-contained special education students have accumulated credits to graduate but have not passed the requisite RCT or Regents exams to earn a regular high school diploma. As a result, we have made improving the percentage of students in self-contained classes passing their RCT or regents exams a priority goal for the 2010-2011 school year.
- Based on the Learning Environment Survey, the SLT found that the school needs to develop a stronger sense of community among students. As a result, we have made improving student perceptions of each other a priority goal for the 2010-2011 school-year.
- Based on the high school progress report, our high school attendance continues to be problematic. As a result, we have made increasing high school daily attendance rates a priority goal for the 2010-2011 school-year.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase credit accumulation for first year high school students by 5%.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide more opportunities for credit accumulation in the first year of high school from September to June by the following strategies:</p> <ul style="list-style-type: none"> • Establish specific improvement goals for second year students October to June. • Meet in an inquiry team on a biweekly to focus on strategies to help more second year high school students accumulate the necessary credits to be promoted to the next grade. • Provide one-on-one mentoring for 5 at risk students per semester via our mentoring program. • Provide focused and sustained professional development to improve differentiated instruction in the classroom. • Implement Achieve 300 for targeted grade 9 students. 	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Title 1 Title 1 ARRA Fair Student Funding</p>	

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

1. STARS Scholarship reports every six weeks throughout the school year.
2. Student transcripts printed the end of January and the end of June.
3. ARIS Reports
4. Achieve 3000 monthly reports
5. Acuity / ITA's Periodic Assessments
6. Cohort Data
7. Inquiry Teams Diagnostics and Interim Assessments
8. School Leadership Team Walk Through

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase credit accumulation for second year high school students by 5%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide more opportunities for credit accumulation in the second year of high school from September to June by the following strategies:</p> <ul style="list-style-type: none"> • Establish specific improvement goals for second year students October to June. • Meet in an inquiry team on a biweekly to focus on strategies to help more second year high school students accumulate the necessary credits to be promoted to the next grade. • Provide focused and sustained professional development to improve differentiated instruction in the classroom.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy Children First Inquiry Team Funding Fair Student Funding Title 1</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> 1. STARS Scholarship reports every six weeks throughout the school year. 2. Student transcripts printed the end of January and the end of June. 3. Inquiry Teams Diagnostics and Interim Assessments 4. ARIS Reports 5. Acuity / ITA's Periodic Assessments 6. Cohort Data 7. School Leadership Team Walk Through

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, improve student responses to the following questions on the Learning Environment Survey by 10%: Most students in my school help and care about each other. Most students in my school just look out for themselves. Most students in my school treat each other with respect.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Include a student representative from every official class in a student government with the mission to improve mutual caring and respect among students. • Encourage student groups/clubs to commit to one major school wide community service project. • Implement a cross age-student mentoring program. • Create incentives for students and parents to attend meetings and events together. • Discuss results of learning style survey with students • Establish middle school and high school advisory classes
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Student responses on 2010-2011 Learning Environment Survey • Student government surveys administered in all social studies classrooms

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, we will increase high school daily attendance by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Increase the frequency of individual attendance incentive programs on a monthly basis. • Use automated phone messaging system for daily attendance updates to parents. • Increase phone access for teachers • Monthly strategic attendance team meetings • Encouraging parents to use electronic based sources as ARIS and Engrade.com to check attendance • Daily reminders to teachers to call parents of absent and tardy students
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>AIDP Attendance IDEA Tax Levy</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Daily register reports Monthly PAR reports</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – 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

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

**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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	38	19	10	38				
7	26	19	10	26				
8	33	19	20	33				
9	30	40	40	30				
10	30	20	30	30				
11	20	20	10	25				
12	20	10	10	20				

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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Extended Day (50 minutes 2 to 3 times per week 10:1 teacher:student ratio) Teacher Push-In Collaborative team teaching Small group pull-out (maximum of 8:1) Achieve 3000; 504 accommodations</p>
<p>Mathematics:</p>	<p>Extended Day (50 minutes 2 to 3 times per week 10:1 teacher:student ratio) Teacher Push-In Small group pull-out (maximum of 8:1) Collaborative team teaching Grade 9 block scheduling; 504 accommodations</p>
<p>Science:</p>	<p>Extended day; (50 minutes 2 to 3 times per week 10:1 teacher:student ratio) block scheduling in grade 9; collaborative team teaching; 504 accommodations</p>
<p>Social Studies:</p>	<p>Extended Day (50 minutes 2 to 3 times per week 10:1 teacher:student ratio) Teacher Push-In Small group pull-out (maximum of 8:1) Collaborative team teaching Grade 9 block scheduling; 504 accommodations</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Evaluations of students referred by parents for evaluation; recommendations for program placement. Mandated one on one and group counseling. Counseling for students deemed at-risk or referred to by teachers. Advisory sessions.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>One-on-one counseling with psychologist for mandated and ERSSA referred students.</p>
<p>At-risk Services Provided by the Social Worker:</p>	<p>One-on-one counseling with social worker for mandated and ERSSA referred students.</p>

At-risk Health-related Services:

Adaptive physical education; health para; health related counseling with health aid; physical therapy and occupational therapy.

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) 6-12 Number of Students to be Served: 4 LEP 550 Non-LEP
Number of Teachers 40 Other Staff (Specify) _____

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.

Our school has implemented both a pull out and push in ESL program to provide support to all our LEP students. The free standing pull –out ESL program caters only to our ESL students providing content based language learning to provide for both language development using the NYC state ESL standards, as well as support core subjects e.g. Global History and Living Environment. Our free standing program currently serves 6 students between 9th grade and 12 grade. Our instructions are in the English language due to the diverse languages of our LEP population. The advanced students are served 3 times a week, in 60 minute periods while the intermediated students are served 6 times a week in durations of 60 minutes per session. We currently do not have beginner ESL students. The reason we use the two models (Free standing ESL and push-in) is to ensure that the students are getting support in their core-subjects areas as well as outside of the core subject areas. The provider of this program is a certified ESL teacher currently undertaking a TESOL masters program in Long Island University.

All activities in our program take into account and utilize our students' funds of knowledge therefore their social-cultural diversity, students own life experiences are all taken into account while planning for their lessons. We also include journal writing where students can use both their L1 and L2 to free write. In addition we use TPR, and ensure that our room is a language learner friendly room, with books of different languages, prints and pictures.

We push-in to our students' other subjects to give further language support in the particular subject. This involves collaboration and planning with the subject teacher in order to maximize the students' comprehension on the subject, using graphic organizers and chunking text.

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.

Each academic year we have two monthly meeting which include training to all staff. We also utilize all allotted professional development to ensure that all members of staff are provided the instructional support. In addition we have numerous opportunities for professional development conferences and workshops out of the school, catering to specific subject matters.

Section III. Title III Budget

School: Teachers Preparatory School

BEDS Code: _____

Allocation Amount: N/A		
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	0	
Purchased services - High quality staff and curriculum development contracts.	0	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	0	
Educational Software (Object Code 199)	0	
Travel	0	
Other	0	
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In addition we ask the parent whether they have a preference for translation services in terms of either nominating a trusted member of the family to translate or allow the school to provide a translator.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, Teachers Preparatory School provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, members of our school community are bilingual and ensure communication between the school and the home.

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.

These data provides us information on the LEPS parent population who will require translation services (both written and oral). These findings are reported to the school community by Ms Cooper our parent coordinator.

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.

Written translations are done in conjunction with translation and interpretation unit. The standard letters are done in advance to ensure that all parents are provided with appropriate and timely information in a language they can understand. In emergency cases where written communication is necessary, written translation is done in-house by a member of staff.

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.

Currently, we have in-house interpretation services as we have members of staff proficient in the languages of our LEPS population, which Haitian Creole, French and Spanish. We have not required the services of volunteers or parents when communication with parents of our language learners.

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>.

Only members of staff are permitted to translate orally for parents who request for this service or when teachers want to call and discuss student progress with parents. Also, our parent coordinator is trained in Language Access requirements and is available to ensure that our parents are catered to in a manner that fulfills Section VII of Chancellors regulations A-663.

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:	\$433,452	\$176,377	\$609,829
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,334	\$1,764	\$6098
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,673	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43,345	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 95%

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

We are using the Title 1 5% set aside to provide additional training for the teacher deemed not highly qualified in the license areas in which he is teaching.

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

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

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

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

The school uses the following data sources for purposes of a comprehensive needs assessment of the entire school:

- a. ARIS
- b. High school scholarship reports
- c. Cohort Data
- d. 2009 and 2010 high school and middle school progress reports
- e. Most recently available NYS Report Card
- f. Periodic Assessments
- g. Inquiry team diagnostics and interim assessments
- h. School leadership team walkthrough

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 adhering to NYS and infusing the Common Core State Standards
 - 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.

Title 1 funds will be used to promote school wide reform strategies by:

- a. Supporting ongoing professional development that improves the quality of instruction, assessment, and data use by every teacher.
- b. Reducing class sizes in content area classes so that students receive more individualized attention with particular emphasis on reducing class size for level 1 and 2 students.
- c. Providing additional academic intervention services through after-school tutoring and Saturday academies designed to prepare struggling students for State assessments.
- d. Provide push-in and pullout intervention services for level 1 and 2 students in the middle school.

3. Instruction by highly qualified staff.

Support teachers that are not high qualified with tuition reimbursement assistance through the Title 1 5% set aside so that they may complete necessary coursework to become highly qualified.

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

Ongoing professional development will focus on teacher identified professional growth goals, including but not limited to: Goal setting, differentiated instruction, differentiated assessments, learning styles, student engagement and motivation, portfolio organization and feedback, and emotional intelligence.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.
New York City Department of Education assists Teachers Preparatory School, a high needs school, attract highly qualified teachers by offering these teachers a signing bonus to work at the school.
6. Strategies to increase parental involvement through means such as family literacy services.
We provide workshops for parents in the following areas: computer literacy, parent-child effective communication, conflict resolution, group support workshops, bullying, gang awareness, HIV prevention, domestic violence intervention, health and fitness, and workshops geared to the specific requirements of different grade levels and disciplines served by the school.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs. N/A
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
All teachers have been trained in the use of ARIS and periodic assessments. Relevant teachers are consulted before the ordering of periodic assessments each school year. Inquiry team diagnostics and interim assessments are teacher generated.
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.
Inquiry team diagnostics and interim assessments inform teacher instruction. Teachers provide short and frequent assessments to gauge student understanding. Middle school and grade 9 level 1 and level 2 students are assigned to extended day within the first week of school. Grade 10-12 students are assigned to extended day based on classroom performance within the first weeks of classes.
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.
Through its health, physical education, advisory, college and career, and parent involvement programs the school coordinates Federal, State, and local services and programs.

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. 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	✓			\$365,000	✓	12, 13, 17, 18
Title I, Part A (ARRA)	Federal	✓			\$174,613	✓	12, 13, 17, 18
Title II, Part A	Federal			✓			
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal	✓			\$17,566	✓	15, 17, 18
Tax Levy	Local	✓			\$2,869,540	✓	12, 13, 15

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards. N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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: In Good Standing **SURR³ Phase/Group (If applicable):** N/A

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)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: N/A

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 presently have five students listed as living temporary housing.
2. Please describe the services you are planning to provide to the STH population.
 - We assess the child's state of mind and provide guidance services if deemed necessary
 - Our parent coordinator provides outreach to the family and assistance as needed.
 - We help the family with donations of school clothes to alleviate the economic hardship.

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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	Teachers Preparatory High School					
District:	23	DBN:	23K697	School		332300011697

DEMOGRAPHICS

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

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	0	0		94.0/84.4	93.6/	93.4 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 4	0	0	0		96.5	95.9	95.8
Grade 5	0	0	0				
Grade 6	42	54	46				
Grade 7	55	50	60	(As of October 31)	2008-09	2009-10	2010-11
Grade 8	54	58	50		73.5	81.6	81.6
Grade 9	139	129	126				
Grade 10	127	120	113				
Grade 11	109	90	94				
Grade 12	81	79	76				
Ungraded	0	2	5				
Total	607	582	570				
				(As of October 31)	2007-08	2008-09	2009-10
					1	1	1

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	31	36	34	Principal Suspensions	44	47	36
# in Collaborative Team Teaching (CTT) Classes	11	5	3	Superintendent Suspensions	11	6	15
Number all others	33	34	37				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	44	43	42
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	12	12	11
# receiving ESL services only	4	6	TBD	Number of Educational Paraprofessionals	2	3	5
# ELLs with IEPs	3	7	TBD				

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
	15	10	47	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	55.6	60.0	69.0
				% more than 5 years teaching anywhere	26.7	48.9	54.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	80.0	83.3
American Indian or Alaska Native	0.3	0.3	0.4	% core classes taught by "highly qualified" teachers	97.9	95.1	96.7
Black or African American	87.5	84.4	84.7				
Hispanic or Latino	10.9	13.1	13.5				
Asian or Native Hawaiian/Other Pacific	0.2	0.5	1.2				
White	0.8	0.9	0.2				
Male	35.7	33.8	33.3				
Female	64.3	66.2	66.7				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v	v	v	v	79
Ethnicity							

American Indian or Alaska Native							-
Black or African American	v	v		v	v		
Hispanic or Latino	-	-	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-		-	-	-	
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient				-	-		
Economically Disadvantaged	v	v		v	v		
Student groups making	3	3	1	3	3	1	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C / A	Overall Evaluation:					NR
Overall Score:	35.5 /	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	6.2 / 10.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	3.7 / 18.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	24.8 /						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8 / 3						

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

TEACHERS PREPARATORY SCHOOL



PARENT INVOLVEMENT POLICY

School Year 2010 – 2011

Our Mission:

We are dedicated to creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning. We will prepare tomorrow's educational leaders by modeling superior instruction in our teaching and by developing social efficacy skills through meaningful interactions with positive adult role models. Through curriculum and instruction that are challenging and rigorous, we will maintain high academic standards that satisfy requirements for the regents' diploma and prepare students for higher learning.

Teacher Preparatory School committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA)

1. General Expectations

Teacher Preparatory School agrees to implement the following statutory requirement:

- 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 ESEA.
- The school will incorporate this parental involvement policy into its Comprehensive Education Plan.
- In carry 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:

i. Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring-

- That parents play an integral role in assisting their child's learning
- Those 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 Information and Resource Center in the school.
- The Parent Coordinator and other staff will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and other childcare programs.

2. Parent Involvement: “Empowering parents to participate in their children’s education.”

The New York City Board of Education recognizes that parental involvement is the key to academic achievement. The term *parent* refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Studies demonstrate that when parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the educational communities throughout their children's school career. Although parents come to the schools with diverse cultural backgrounds, primary languages, and needs, universally all parents want what is best for their children. School districts and schools, in collaboration with parents, teachers, students and administrators, must establish and develop efforts that enhance parental involvement and reflect the needs of students, parents, and families in the communities, which they serve.

In order to enhance parental involvement, six essential elements should be promoted:

- 1. Communication between home and school is regular, two-way, and meaningful:** Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.
- 2. Responsible parenting is promoted and supported:** The family plays a primary role in a child's education, and schools must respect and honor traditions and activities unique to a community's cultural practices and beliefs. Parents are linked to programs and resources within the community that provide support services to families.
- 3. Parents play an integral role in assisting student learning:** Educators recognize and acknowledge parents' roles as the integral and primary facilitator of their children's education. Research demonstrates that student achievement increases when parents are actively involved in the learning process.
- 4. Schools are open and inviting to parents and families and are actively seeking parental support and assistance for school programs:** Parents are welcome in the school, and their support and assistance are sought. Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.
- 5. Parents are full partners in the decisions that affect children and families:** Parents and educators have a joint responsibility to make informed decisions related to all aspects of the education provided to Teachers' Preparatory youth. The role of parents in shared decision making should be continually evaluated, refined, and expanded.
- 6. Community resources are made available to strengthen school programs, family practices, and student learning:** Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.

Teachers Preparatory School provides all students with equal access to quality education as a primary goal. It is vital that all partners (parents, educators, communities, etc.) have the opportunity to provide input and offer resources to meet this goal. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools.

3. Keeping Parents In The Know & Informed:

- Parents will be encouraged to attend PTA/Title 1 PAC meetings that will be held at times that are convenient for parents. Our PTA and Title 1 Parent Advisory Council meetings are held every 3rd Thursday at 6:00 pm. Our Executive Board meetings are held every 2nd Tuesday at 6:00 with all executives members of the PTA, Title 1 PAC and School Leadership Team. Non-voting parents are welcomed to sit-in on our School Leadership Team meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PTA/ Title 1 PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings.
- Through the efforts of the Parent Coordinator and Title 1 PAC Chairperson and PTA President and School Leadership Team, outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.
- Parents will be invited to attend our Title 1 Parent Advisory Council Annual meeting to inform them about the school's participation in Title 1, Part A program and explain the requirement and their right to be involved by the month of November each year.
- School publication (i.e. monthly school and parent calendars, notices, pamphlets, newsletter and letter to parents) will used to apprise parents of important upcoming events including testing dates, school events and open school.
- The school calendar will be disseminated each month to all students and parents, two weeks before the start of the month.

- Our school will make every effort to provide our families with family-specific support through ongoing workshops, seminars and/or meetings addressing interest and involvement shared through our parent involvement surveys, and overall interests of: GED, Nutrition, Computer Basic skills, ESL. etc for parents to a convenient time.
- At Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

4. School Visitation:

Parents are encouraged to visit as often as possible. Parents will have reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. Parents may contact our school’s parent coordinator to arrange appointment. Parents can also visit our school at following conveniently scheduled meetings and events by checking with our Parent Coordinator for the dates and time.

- Welcome Back “Meet & Greet” Meeting with staff and parents
- Get Acquainted Parent Breakfast Meetings
- ARIS Parent Link & Computer Basics Training
- “How Do I Advocate for my Child” – Special Education Seminar
- Urban Advantage Science Programs for Middle School Families
- Parent Teacher Conferences
- Curriculum Planning & NYS Exams, Regents
- High School Application Process Parent Articulation Information – 8th grade Parents
- College Planning Now (College & Career Advisement) – 12th grader Parents
- PTA/Title 1PAC and SLT meeting (monthly meetings)
- Perfect Attendance Recognition Breakfast held in conjunction with PTA/Title 1 PAC.
- Student of the Month Recognition Ceremony held conjunction with PTA/PAC meetings.
- National Honor’s Society, Junior Honor Society and Prefect Attendance Class of the month at the end of each marking period.
- Awards Nite - Culminating celebration marking their child’s success at the school.
- Parent Support Group Monthly Meetings – Grandparents, Single Parents and Fathers Initiative
- Parent Orientation (May, June and September for incoming 6th-8th graders and 9th graders)
- Learning Leaders Training

5 . Description of How School Will Implement Required Parental Involvement Policy Components

Teachers Preparatory School receives funds under Title 1 to implement supplemental instructional programs for its students with in District 23. *The procedures outlined herein constitute the Teachers Preparatory School policy for parental involvement with respect to Title 1 funding.*

Teachers Preparatory School will take actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA. An annual meeting will be held by November 20th of each year in order to adopt this policy.

Teachers Preparatory School will conduct the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA.

Teachers Preparatory School will coordinate and integrate Title 1 parent involvement strategies with parent involvement strategies under the following other programs:

1. Parent Communication Skills/Conflict Resolution and Mediation
 2. ARIS Parent Link & Basic Computer and Adult Literacy Parent Workshops
 3. Curriculum Planning and Achievement Seminars
 4. Parent Support Group Monthly Workshops-(Grandparents, Single Family, Foster Parents, Fathers Initiative and Students With Disabilities)
 5. Financial Aid/ Scholarship- “Preparing My Child for College” (Middle and High School)
 6. Health and Nutrition-It’s a Family Affair
 7. Technical Assistance Training (PTA/Title 1 PAC and SLT Parent Leaders)
 8. Understanding the Curriculum – Middle/High School (by grades and subject content)
- With the guidance and support of the school, the family members will assist their children with homework and other school related. Our school will encourage parents to attend workshops, events and activities coordinated by our Parent Coordinator. The workshops will provide helpful information on learning activities parents can provide at home with their child.

6. Project Funding:

The focus of expenditures for Title 1 parent involvement funds is on building the capacity of parents of Title 1 participating children to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objective, and activities detailed in district of schools Comprehensive Education Plan (CEP). Parents of Title 1 participating children must be consulted regarding title 1 expenditures. Such consultation must take place before any expenditure is made, be ongoing, and continue throughout fiscal year. Expenditures should be reasonable and be made in accordance with New York City Department of Education policies and procedures as detailed in the department's *Standard Operating Procures Manual*.

Teachers Preparatory School will set-aside a minimum of 1% of the project fund for usage of parent involvement activities and outreach, Title 1 parent involvement funds may be combined with other parental involvement funding received for ESEA. Title 1 PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA/PTA and SLT for the best involvement and outreach of parents in the school community. *Teachers Preparatory School* will set-side \$50.00 to be used at the district level to support district-wide parent involvement events and activities.

Parent Involvement Project funds will be used to support parent participation at local and out-of-town conference, regional/district meetings, school events and activities; Parental involvement funding may be used but not limited to : postage, transportation, refreshment, childcare, books and material, consultants, technology equipment and software, etc.

7. Parental Involvement Activities:

Each Title 1 school within each district will set aside no less than the mandatory 1% of Title 1 program funds for parental involvement activities. Schools must submit a projected Title 1 parent involvement budget proposal that clearly delineate how funds will support the parent involvement activities in the school.

In consultation with parents, the following activities will be supported by Title 1 funds during the school year:

- Hired consultants, childcare and Legal Interpretation translation services.
- Professional Development, transportation, traveling and other expense related to Region Title 1 PAC out-of-town professional development conferences, as well as Office of Family Engagement meetings
- Supplies, equipment, postage, refreshments, particularly when events extend through mealtimes.
- Educational programs for adults (adults basic education, literacy, GED, ESL and college preparation courses)
- Programs and Strategies to encourage and support grandparents, single family household and foster parent involvement
- Career and employment services (job fairs, skills training, job readiness programs)
- Family management interactive services.
- Support middle and high transition services for parents needing assistance with the High School Application process and Applying to college

8. Responsibilities of PAC:

In order to maintain the effectiveness of *Teacher Preparatory School* Title 1 Parent Involvement Policy, it will be necessary for the PAC to support and uphold the contents of this policy, as well as:

- A. Serve for two year team
- B. Attend monthly school and district meetings,
- C. Prepare and evaluate the effectiveness of the Title 1 Parent Involvement Policy, School-to-Parent Compact, Title 1 Parent Involvement Budget Proposal and School's Annual School Accountability Report,
- D. Review Title 1 Parent Involvement Policy, School-to-Parent Compact, Title 1 Parent Involvement Budget Proposal and School's Annual Accountability Report with parent member of the school community,
- E. Review and provide input in the CEP, annual program evaluations and budget proposals, and,
- F. Conduct an annual review and evaluation of the District Parent Involvement Policy.

Qualifications of PAC Representatives

Members of Title 1 Parent Advisory Council must be a parent of a child attending *Teachers Preparatory School* and elected by the parent membership.

Election/Voting procedures:

Members of *Teachers Preparatory School* Title 1 PAC will adhere to the following election/voting procedures:

- A. Elections will take place every two years in conjunction with the PTA elections in the month of May.
- B. Elections will be chaired by the nomination committee or the DPSO
- C. The nomination committee will be formed in March.
- D. Nominations will be accepted by ballot and/or form the floor.

- E. A quorum of (2) two PAC representatives must be present to conduct official business of the PAC
- F. Only the Chair or the designated representative from the school can vote in DPAC matters
- G. Vacancies will be filled by the next highest ranking officer; once the succession has been made, the vacancy left must be filled by an election

Duties of PAC Officers:

The Title 1 PAC will consist of the following officers: Chairperson, Co-Chair, Secretary and Appointed Designee. Members missing three (3) consecutive meetings or failure to perform duties and responsibilities will be removed from office upon written grievance filed with the district office/DPAC, reviewed by general parental membership and vote to remove officer from their responsibility. Vacancies will be filled by the next highest ranking officer and /or by special election at the next PAC meeting.

- *The Chair* shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District’s and School’s Parent Involvement Policy and School-to Parent Compact, represent at the annual conference a report of the work and activities of *Teachers Preparatory School* for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title 1 funded program information and data. Serve as a representative to the District Title 1 Parental Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents, ect. / And be an ex-office member of all committees except for nominating committee.
- *The Co-Chair* will have dual responsible in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are reordered and secured within the district office. The Co-Chair will be responsible for monitoring the PAC’s budget.
- *The Secretary* will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorder and secured within the school.
- *The Designee* is appointed by the Chair and shall vote in the absence of the chair.

Record Keeping

Teachers Preparatory School is required to maintain documents that substantiate the Title 1/PCEN parent involvement activities and expenditures. Bookkeeping records such as imprest forms and purchase orders as well as program records including, but not limited to, meeting minutes and agendas, sign-in sheets, newsletters and flyers, ect. Must be available for review by local, State or Federal monitors/auditors upon request.

9. Adoption:

This school Parental Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title 1, part programs, as evidenced by Ms. Julia Lopez, PTA President and Mrs. Mary Alexander, PAC Chairperson. This policy was adopted by *Teachers Preparatory School* on November 17, 2010 and will be in effect for the period on one (1) year. The school will distribute this policy to all parents on participating Title 1 Part A children on November 17, 2010

10 . Annual Evaluation of the Parent Involvement Policy:

At the end of each year, the school’s parent involvement policy will be evaluated for its usefulness in meeting the needs of all parents of students at the school. This evaluation will be coordinated with the executives of the PTA/PAC ,the school’s Parent Coordinator and administration.

**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 type here	District 23	School Number 697	School Name Teachers Preparatory
Principal Ms Carmen Simon		Assistant Principal Carrie Dattilo Burdick	
Coach N/A		Coach N/A	
Teacher/Subject Area Olivia Fundi/ELL		Guidance Counselor Rava Jamison	
Teacher/Subject Area Federico Anderson/English		Parent type here	
Teacher/Subject Area Suzette McKoy/Math		Parent Coordinator Tracy Cooper	
Related Service Provider Layo Kitibi/Speech		Other Michelle Lloyd Bay	
Network Leader Roz German		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	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	0

C. School Demographics

Total Number of Students in School	574	Total Number of ELLs	10	ELLs as Share of Total Student Population (%)	1.74%
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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.

To identify English Language Learners we first administer the Home Language Identification Survey (HLIS). This is completed by the parent or the guardian of the student and we ensure that it is in the language that the parents dominate most. If the responses on the HLIS indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted. If the informal interview indicates that the student is possibly LEP/ELL, the assessment of the students' level of English language proficiency is then conducted using the LAB-R. The LAB-R results reveal whether or not the student should be classified as an ELL. It also informs us as to the level of the student's English proficiency in order to appropriately place the student and to plan instruction. Students who score beginner, intermediate or advanced are placed in our freestanding ESL program. The parent has the final say in electing the program they deem fit for their child, once the parent makes that decision, the student is placed within 10 school days as per CR part 154.

Our ESL teacher (certified (ESL) and undertaking a master's degree in TESOL) is responsible for conducting initial screening, administering the HLIS, and the LAB-R (where necessary) and both the formal and informal assessments. We use the annual NYSESLAT scores to evaluate whether or not our students continue to be limited English proficient. The scores classify the students according to their proficiency that is, beginner, and intermediate, advanced or proficient. For students who continue to be ELLs, we use the NYSESLAT results to program/schedule classes/courses and to inform instruction.

Our school makes every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. To ensure that parents understand all three program choices, we require them to attend the orientation session, where they view the parent orientation video, and receive information on the different programs available. Parents then complete the Parent Assurance Survey and Program Selection Form, indicating their program choice. We ensure all the materials and the video are in their native language and explain the importance of getting all the forms back.

Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, we are aware that getting parents this information quickly and efficiently is critical, therefore we ensure that we are always prepared for the parents/student orientation with the materials and video and that we are able to ensure that all information gets to the parents as soon as possible. Our school only offers a free-standing ESL program and we ensure that our parents are aware of that and also know the options and opportunities available for their child. Our ELL parents normally also speak a language other than English, therefore we use the translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services, whenever needed. Informational and question-and-answer sessions at our school are provided through group orientations at the beginning of the year. However, we keep our parents informed throughout the year in a number of ways, including one-on-one meetings, phone conversations and informational packets. Parent coordinators and the ESL teacher work with our school administration to coordinate school events for ELLs. Upon reviewing the Parental Survey and Program Selection forms, our parents seem to prefer ESL program rather the Dual or Bilingual programs. Therefore the program we offer, ESL freestanding, is aligned with parent requests.

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														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	6

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
Dual Language											0
ESL	3	0	2	1	0	0	6		5		10
Total	3	0	2	1	0	0	6	0	5		10

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

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
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										2	3	1	3	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian												1		1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	3	2	3	10								

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.

Our school uses the Pull-out model where ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ESL teachers plan carefully with general education teachers to ensure curricular alignment. Support is also provided in the students' native language by pairing students of the same language group. In addition, the ESL service provider is able to facilitate student comprehension and linguistic summary where needed to Latino ELLs as part of the language program instructional support. Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull out ESL classes.

Staff ensures that all students receive the mandated minutes of ELA and NFL instruction per week. For beginners in ESL the ratio of NFL to English is 60:40. Native language is used a little more for delivering content. Intermediate students the ratio is 50:50 and advanced students the ratio of NFL to English is 25:75 as per the LAP guidelines. In addition, students receive additional instruction provided for academic intervention services (AIS) through the daily M-F extended 37 1/2 minutes program.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. .

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

Our freestanding ESL program has ESL teachers work collaboratively with ELA teachers. We follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. We infuse ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills.

Our SIFE students receive daily instructions in ESL, ELA and NLA. SIFE students with strong native language get instructions that target the use of their language for content in all subjects. Extended day, Saturday Academy and tutoring are also given to our SIFE students. We have noted that SIFE students perform best when they work in small groups so we aim to group in ways that best serve their individual needs. Data is collected regularly and used to construct units of study that meets their needs.

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

For ELLS receiving services for 4 to 6 years, both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will: develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

For long-term ELLs, we plan to run summer school that ensures that ELLs maintain and improve English skills they acquired during the school year.. We Maintain consistency of students' programs and services because we have noted that inconsistency from year to year had a harder time acquiring English. We also explicitly teach literacy to long-term ELLs, and do not assume that such students have prior literacy instruction (either in their home language or in English), and we aim to include infuse literacy instruction across the curriculum.

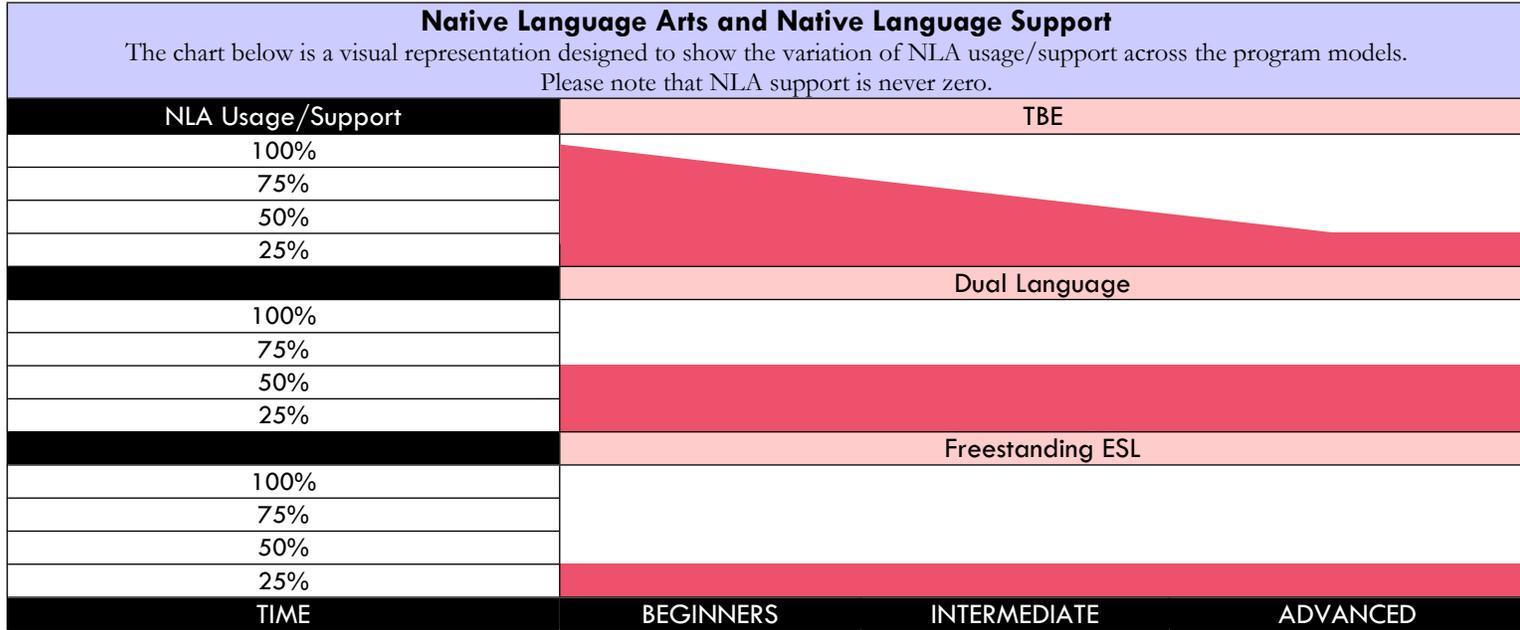
Our ELLs with special needs have access to high-quality instruction designed to help them meet high expectations. Teachers employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge.

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



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?

English proficient students receive targeted daily instruction provided by our teachers, our in-house intervention system, and our after-school intervention programs in English and Mathematics. Intensive instruction in reading and writing, problem solving and critical thinking skills were reinforced along with essential test taking strategies.

1. We ensure that our ELLs receive early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.
2. We make sure that all our classes increase opportunities for ELLs to develop sophisticated vocabulary knowledge
3. We equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.
4. We intervene to promote ELLs' reading fluency must focus on vocabulary development and increased exposure to print.
5. We promote independent reading that is both purposeful and structured and good reader-text match.
6. ELLs receive early, explicit, and intensive instruction and intervention in basic mathematics concepts and skill

Once our ELLs reach proficiency on the NYSESLAT, we ensure a smooth transition for former limited English proficient students transferring from the ESL program to the English mainstream program. To this end, the student is provided with Instructional Support Services such as Academic Intervention Services (AIS), content area support, ESL instruction where necessary, and regular consultation between the ESL teacher and mainstream teachers. We also continue to communicate with parents to ensure that the parents are well informed of their child's progress. These transitional services are provided for the first two years after the student is placed in the English mainstream instructional program

We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20. We will not be discontinuing any programs that serve our ELLs either. All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. We realize the important role of the native language as the main tool of communication for our students, and therefore endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. The Transitional Bilingual students have an hour of native language instruction while in the dual language program students use both the native language and English equally to learn all subjects. All services support and resources correspond to ELLs' ages and grade levels. ELLs are offered Spanish, as a 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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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?

We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety.

We are especially careful to ensure that new ELLs and their families feel welcomed in our school and to make sure we are successful in doing so we prepare a parent and student orientation, where the student and parent are taken around the school by our parent coordinator, an ESL teacher, and a translator. During orientation the student also gets the opportunity to meet some teachers and fellow students. ELLs have Spanish as a language elective in our school.

We have various activities that are planned to meaningfully involve parent/community involvement through supporting and promoting communication, parental advocacy and empowerment of our families (i.e. parent orientation). We also promote parental advocacy that informs and teaches parents how to advocate for their children through a variety of workshops throughout the year. Additionally, families are assisted with parenting and childrearing skills as well as with creating home conditions that support learning. To this end parents are invited to learn about the curriculum, where the teachers also go through the state standards and assessment and also the teaching materials and sample papers. There are efforts to recruit families as volunteers and audiences. These activities empower the parents to better assist their children with the school. All these programs are linguistically appropriate and culturally relevant. We value parental involvement in decision making thus they are included in school decisions, governance and advocacy through councils and other organizations. We ensure that all parents feel involved and welcome in our schools. Materials for our ELL parents are written in the home language and there is a translator available in all activities that involve 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 teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

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	0	0	0	0	0	0	0

Intermediate(I)							0	0	0	2	3	1	3	9
Advanced (A)										0	0	1	0	1
Total	0	0	0	0	0	0	0	0	0	2	3	2	3	10

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English		1		0
Math		1		0
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography	1		1	
US History and Government	1	1	1	0
Foreign Language				
Other				
Other				
NYSAA ELA	1			
NYSAA Mathematics	2			
NYSAA Social Studies				
NYSAA Science				

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Once our ELLs reach proficiency on the NYSESLAT, we ensure a smooth transition for former limited English proficient students transferring from the ESL program to the English mainstream program. To this end, the student is provided with Instructional Support Services such as Academic Intervention Services (AIS), content area support, ESL instruction, and regular consultation between the ESL teacher and mainstream teachers. These transitional services are provided for the first two years after the student is placed in the English mainstream instructional program.

We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20. We will not be discontinuing any programs that serve our ELLs either. All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. We realize the important role of the native language as the main tool of communication for our students, and therefore endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. The Transitional Bilingual students have an hour of native language instruction while in the dual language program students use both the native language and English equally to learn all subjects. All services support and resources correspond to ELLs' ages and grade levels.

According to the data, the students seem to do very well on the spoken part of the NYSESLAT and are weakest in the reading and listening. Therefore we will work harder in those two parts in the next academic year. We will incorporate listening lessons with podcasts, tape recorded books, and read alouds. We will also do more independent reading and continue working on reading comprehension strategies. As we have very few ELL students there is no correlation between grades and proficiency levels. We use the ELL periodic Assessments to assess how our students are doing both individually and as a group. We also use it to find out the questions that our students found challenging and this helps for future planning. Our school is learning that our students generally struggle with tests that are heavy in reading, and especially have difficulty with poetry passages. Periodic Assessment reports enable us to monitor student performance and progress and longitudinal reports enable schools to plan and set goals for accelerating the progress of each student. We are able to review student progress during parent-teacher conferences to engage students' families in achieving these goals. In addition, regular assessments enable schools to frequently and effectively evaluate progress.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

	Coach		
	Guidance Counselor		
	Network Leader		
	Other		