



WEST PREP ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 03M421

ADDRESS: 100 WEST 77TH STREET, NEW YORK, NY 10024

TELEPHONE: 212-362-1674

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 03M421 **SCHOOL NAME:** West Prep Academy

SCHOOL ADDRESS: 100 West 77th Street, New York, NY 10024

SCHOOL TELEPHONE: 212-362-1674 **FAX:** 212-362-2794

SCHOOL CONTACT PERSON: Roberto Padilla **EMAIL ADDRESS:** Rpadill@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Camille Goodridge

PRINCIPAL: Roberto Padilla

UFT CHAPTER LEADER: Natalie Harvey

PARENTS' ASSOCIATION PRESIDENT: Camille Goodridge

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 3

CHILDREN FIRST NETWORK (CFN): 11 – Academy for Educational Development (AED)

NETWORK LEADER: Calvin Hastings

SUPERINTENDENT: Sara Carvajal

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
Roberto Padilla	*Principal or Designee	
Natalie Harvey	*UFT Chapter Chairperson or Designee	
Camille Goodridge	*PA/PTA President or Designated Co-President	
Audrey Mitchell	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Rafael Perez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tania Ward	Member/	
Kaza Razat	Member/	
	Member/	

(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.

The mission of West Prep Academy is to educate students to create, evaluate, and share informed perspectives. We strive to prepare a diverse community of learners to have access to all of life's choices in the increasingly complex and interrelated 21st Century world. Empowering students to use their 'voices' through youth media, our students are academically challenged and prepared to positive change agents. Above all, West Prep students will be empowered to identify and leverage their strengths to take ownership of their own learning and guarantee their success in high school, college, and beyond.

Purpose and Core Beliefs

We see school not as an institution disconnected from the real life of a child, but as a place where learning occurs in relation to and in support of the rest of a child's experiences. For that reason, we feel strongly that West Prep students and families should have an authentic sense of ownership of their school. All members of the school community will have voice, visibility, and value in the school through the governance and leadership structure as well as through the student-centered climate and culture. Together, educators, families, and students will work to meet our mission, by grounding the development of West Prep Academy on our three core beliefs:

Core Concepts:

Community Building = Caring through Community Building
Communication/Media Tools = Capable through Media Literacy
Curriculum = Inspired through Creativity

- **Caring through Community Building** - Students will access their voice in their community to create change; they will obtain a clear sense of how their voice is critical to shaping a caring, active and engaged social environment.
- **Capable through Media Literacy** – Students will gain an awareness of the media's power of influence and understand how an audience perceives media messages. They will in turn use 21st century media making to express and analyze their own informed voice.
- **Inspired through Creativity** - Students will be empowered through meaningful, explorative projects that require inquiry, collaboration, and reflection. They will create and share products that highlight their unique personal stories.

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:	West Prep Academy

District:	3	DBN #:	03M421	School BEDS Code:	310300010421
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DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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			0				TBD		
Kindergarten			0						
Grade 1			0	Student Stability: % of Enrollment					
Grade 2			0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3			0				TBD		
Grade 4			0						
Grade 5			0	Poverty Rate: % of Enrollment					
Grade 6			74	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7			0				60.0		
Grade 8			0						
Grade 9			0	Students in Temporary Housing: Total Number					
Grade 10			0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11			0				TBD		
Grade 12			0						
Ungraded			0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total			74				0		
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			9						
No. in Collaborative Team Teaching (CTT) Classes			6	Principal Suspensions			TBD		
Number all others			6	Superintendent Suspensions			TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-	2008-	2009-	CTE Program			0		

DEMOGRAPHICS							
	08	09	10	Participants			
# in Trans. Bilingual Classes			0	Early College HS Participants			0
# in Dual Lang. Programs			0				
# receiving ESL services only			0	Number of Staff: Includes all full-time staff			
# ELLs with IEPs			0	(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			TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals			2
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			1
			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			TBD
American Indian or Alaska Native			0.0	Percent more than two years teaching in this school			TBD
Black or African American			60.8	Percent more than five years teaching anywhere			TBD
Hispanic or Latino			33.8				
Asian or Native Hawaiian/Other Pacific Isl.			2.7	Percent Masters Degree or higher			TBD
White			2.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			TBD
Multi-racial							
Male			51.4				
Female			48.6				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="radio"/> No <input type="radio"/>	If yes, area(s) of SURR

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

identification:

Designated as a Persistently Lowest-Achieving (PLA) School: Yes No

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

<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:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

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							
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							

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

Student Performance Trends:

- 70% of West Prep students are meeting standards (level 3 or level 4) in ELA (2009).
- 71% of West Prep students are meeting standards (level 3 or level 4) in Math (2009).
- 68% of West Prep students have attendance rates at or above 92%.
- 33% of all students and 47% of students indicated as "off-track" or "sliding" have made positive gains. (According to ISIS, Indicators of Success Interventions and Supports, data which shows the number of students who are on-track, sliding, or off-track towards high school graduation based on early indicators of success. The indicators include attendance, class grades in Math and ELA, and low level behavioral infractions.)

Greatest Accomplishments:

#1. Collaborative Problem Solving/Schools Attuned: We have initiated two practices where students and teachers work in partnership to develop goals, articulate action plans, and assess progress to ensure students' academic, social, and emotional growth.

CPS: All teachers participated in a book club that studied the beginning chapters of Lost At School by Ross Green. Each teacher tried out the CPS work with selected students. In January, two teachers participated in a professional development workshop with Ross Green provided by our SSO and shared their experience with their colleagues. This reenergized our work and we selected a group of target students (2 per teacher). Together we completed the Assessment of Lagging Skills and Unsolved Problems (ALSUP) for each of our target students to set goals for the work. Then, each teacher completed cycles of CPS with their target students. Each teacher shared their experience at a PD session to receive feedback and help inform the work of other teachers.

Schools Attuned: All teachers participated in Schools Attuned training over the summer where they learned how to conduct Student Learning Partnerships. SLP is a way of working collaboratively with a child to identify and discuss learning strengths and weakness, select and implement an intervention or accommodation, and monitor and assess progress. We have been using this practice informally throughout the year. In the spring, teachers participated in training on the full attuning process. The teachers worked together, in collaboration with students and families, to complete the attuning process for a target group of 4 students.

#2. Teacher Teams: Our teacher teams are our core vehicle for driving initiatives and sharing leadership in the school. We have worked to create many opportunities for teachers to meet to create school systems and structures, design curriculum, and plan and implement initiatives. We have accomplished this through:

- ↓ Summer Intensive PD and Schools Attuned Training
- ↓ Weekly 90-minute PD sessions and 45-minute team meetings
- ↓ Bi-monthly staff meetings
- ↓ Team teaching and common planning time built into the schedule
- ↓ Winter Retreat

#3. RTI Data Tracking: Throughout the year, we have implemented many initiatives in order to improve our use of interventions and supports to best meet the needs of all of our students. Our Schools Attuned work (both the Student Learning Partnerships and the full Attuning process) has helped us better understand students' unique learning profiles and how to design interventions and supports that are tailored to their strengths and weaknesses. Collaborative Problem Solving and Functional Behavior Analyses have enabled us to understand and address behavior challenges to help students succeed academically. Intervisitations, co-planning, and co-teaching strategies made it possible for us to leverage our collaboration in order to continually revise and implement new ways of meeting the needs of our students. In order to synthesize all of this work we have been using an RTI (Response to Intervention) model to assess and monitor our student supports. In this model, we discuss the data and our concerns for a group of target students; design, implement, and monitor interventions; and evaluate our student support and intervention strategies.

Aids & Barriers:

The most significant aid to the school's continuous improvement is the support we receive from our School Support Organization. They provide expertise, professional development, resources, and opportunities for collaboration in order to help the school reach its goals. The most significant barrier is working with limited resources, both funding and space.

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.

SECTION V: ANNUAL SCHOOL GOALS

- 1. To design an integrated unit of study that encapsulates our magnet theme (Youth voice through youth media) that compels our students to want to make positive change in their school and community. are relevant, meaningful and rigorous in order to improve academic rigor so that the number of students meeting state standards (level 3) will increase by 50% by June 2011.**
 - Although the standardized test data shows that we have not improved in the percentage of students achieving at or above proficiency level, students are improving based on classroom benchmarks and periodic assessments.
 - The student's work revealed a need for a greater emphasis on planning for academic rigor in the thinking curriculum.
 - Curriculum maps will be developed in each content area.
 - Students will have produced 10 different authentic products in each subject area and the products will be placed in their portfolios.

- 2. To implement differentiated instruction by June 2011 where 50% of the teaching population will practice differentiation in their classroom to accommodate the various learning needs of their students.**
 - Differentiated Instruction will include teachers writing tiered lesson plans, assessing learning profiles of each student, conferencing, and student work analysis.
 - Grade six teachers were trained in the SLP (Student Learning Partnership) process and will be required to implement SLP's once a month.
 - Grade six teachers also were trained in Schools Attuned therefore will attune all of their tier three students.

Indicators of Interim Progress and/or Accomplishment

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

- ATS PAR reports (monthly)
- Agendas
- Administrative memos
- Phone logs
- Homebase challenge posters
- PSO ISIS reports

All Content Areas

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2012, 90% of all graduating 8th graders will be reading at a Fountas and Pinnell reading level “Z”. 50% of all students will be on track with the monthly reading target of 3 books (Sept: 3, Oct: 6, Nov: 9, Dec: 12, Jan: 15, Feb: 18, Mar: 21, Apr: 24, May: 27, Jun: 30)</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"> • Leveling all libraries according to the Fountas and Pinnell reading system • RTI to tracking, monitoring and assess reading interventions • AIS/LRE team - monitor and revise work • Teachers will have documentation of conferencing with students • Teachers will use small group instruction to meet the needs of low, mid, and high performing students. • Teachers will use Renzulli to elicit information from learning profiles so students can be matched to books they are interested in. • Teachers/AIS will write intervention plans for at-risk readers in October • Monthly literacy celebrations • Publicize the 30 book challenge • Books on tapes, IPADS • Teachers will post the books they read to showcase their love for reading/books • Monthly luncheons with students who read more than the principal
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • Allocate funding in the area of professional development and increase professional development contracts with CFN • Common Core allocation to supplement class library and media center • Title 1 to support small group targeted instruction
<p>Indicators of Interim Progress and/or Accomplishment Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Students’ goals are SMART (progression over the course of the year) • Analysis of student work using rubrics, teacher assessments, Periodic Assessments, other diagnostic exams, city and state tests • On track reading report • Running record data

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	16	11			15			
7	21	15			15			
8								
9								
10								
11								
12								

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

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

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

<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>In ELA, students are given support in their particular areas of weakness as identified through standardized test scores, QRI assessments, Periodic Assessments, classroom observations, and classroom benchmark assignments. There is an after school homework helper session as well as a CBO. Saturday Academy academic programs are offered to students. The Workshop Model is used throughout the day, which lends itself to guided reading where students work with the teacher on their instructional level. Ability groups meet before and after school, during lunch, and during tutorial periods. Special Education teachers co-teach or push in during the school day to support and modify the lessons to meet the needs of the students. ESL teachers are not on staff so our SE teachers work with ESL students. AUSSIE and AED PSO Consultants also mentor teachers on how to differentiate instruction. Paraprofessionals work with the teachers and provide service to the students on a rotating basis.</p>
<p>Mathematics:</p>	<p>In Math, the Math In Context Program emphasizes problem solving skills and the use of real world contexts which help the struggling students with new concepts. Ability groups meet before and after school, during lunch, and during tutorial periods. Special Education teachers co-teach or push in during the school day to support and modify the lessons to meet the needs of the students. ESL teachers are not on staff so our SE teachers work with ESL students. In Math, students are given support in their particular areas of weakness as identified through standardized test scores, Brigance assessment, Periodic Assessments, classroom observations, and classroom benchmark assignments.</p>
<p>Science:</p>	<p>In Science, teachers use SEPUP and NSRC kits which provide hands on experiences for struggling students. Students work on authentic projects where they take on expert roles that are tailored to their learning styles and needs. Ability groups meet before and after school, during lunch, and during tutorial periods. Special Education teachers co-teach or push in during the school day to support and modify the lessons to meet the needs of the students. ESL teachers are not on staff so our SE teachers work with ESL students. Consultants also mentor teachers on how to differentiate instruction. Paraprofessionals work with the teachers and provide service to the students on a rotating basis.</p>
<p>Social Studies:</p>	<p>In Social Studies, teachers use TCR materials, History Alive, and Smithsonian resources to create lessons that are based on Multiple Intelligences and Cooperative Learning. This gives the teacher many opportunities, during the class lesson, to tailor the instruction for students in need. Ability groups meet before and after school, during lunch, and during tutorial periods. Special Education teachers co-teach or push in during the school day to support and modify the lessons to meet the needs of the students. ESL teachers are not on staff so our SE teachers work with ESL students. Consultants also mentor teachers on how to differentiate instruction.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>1 on 1 counseling, small group counseling, conflict resolutions and family sessions when needed are provided by our Guidance Counselor.</p>
<p>At-risk Services Provided by the School Psychologist</p>	<p>The School Psychologist provides 1 on 1 assessment services for our AIS and Special Education students when needed.</p>

At-risk Services Provided by the Social Worker:	For next year I anticipate hiring a fulltime SW to help with the small group and individual counseling.
At-risk Health-related Services:	Our school's Nurse provides services based on the health needs of our students.

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.

CR Part 154 2010 - 2011

Our school is located in the Upper West Side of Manhattan. We have a total population of approximately 111 students. The major language of our students is English. We presently have a total population of three ELL students in our school; all of the ELL students are in grade seven. Two of our children speak Spanish, and one child speaks Bengali. **Two** of our students are at the advanced level, and **one** is at intermediate level.

Our school is an inclusion program. We have two CTT classes (one 6th grade and one 7th grade) and one 12:1:1 class in 7th grade. We don’t have a bilingual program at this time. Parents are informed during the interview process that we integrate our entire program and our services are provided in a push-in model. All classes are in English. Parents are invited to attend an orientation session before the school terms start. At this session information is given on state standards, school expectations and requirements for our ESL program. Parents are informed that all of classroom instruction is done in English. After the orientation, parents can decide whether or not they still want their children to remain in our school. Throughout the year we have workshops for parents in both math and ELA. Workshops will include information on school policies and procedures, rights and responsibilities of parents and students, procedures for parent teacher conferences, and on immigrant services available in the community. We also keep our parents informed of all workshops that are offered throughout the city. Parents are also invited throughout the year to visit their child’s classroom. All parents can keep informed about homework assignments through regular progress reports, our school website, and contact with teachers.

Students who were enrolled into our school were invited to attend a three day orientation from August 30, 2010 through September 1, 2010 to assist in preparing students for the upcoming school year. We offer lunchtime tutorial, before and after school classes for all of our students. Our ELL students also meet weekly with our Guidance Counselor to discuss any social emotional needs.

We are a new school in its second year so our Special Education Teachers will receive the required mandated training in ESL instruction next year. We are unable to hire an ESL teacher so we are looking to share an ESL teacher with another school depending on budgetary restraints. Our teachers have weekly team meetings where they discuss the implementation of the components of the Workshop Model approach with ESL adaptations. In our weekly meetings, teachers receive strategies that they can use to implement differentiated instruction. All mandates and updates are distributed to all staff members during these discussions. Our Special Education teacher uses a push-in model where ELL students receive extra classroom support at least one period daily. Our teachers reinforce content material to make sure students are organizing, interpreting, and discussing information that they need in order to successfully complete all of their academic assignments. We also have a daily small group meeting with our Special Education teachers and our ELL students to discuss and monitor their social and academic growth.

Our SE teachers (who provide ESL services) provide push-in services. During the push in periods, they provide additional assistance with class and homework assignments and reviews strategies and techniques that students can use to become successful. In all of our ELA classes we use novels, and grade level materials that are high-interest with low vocabulary levels. Math in Context Program is used to help them build real world math experiences. Trade Books are used to support the Science and Social Studies curriculum. We also use videos; DVD’s and art projects integrated into the subject area curriculum to help with the understanding of content material. Our main goal is to provide students with instructional strategies that will enable them to become proficient in English and to meet NYS Standards. All activities integrate listening, speaking, reading and writing.

. Students are assessed by informal assessment, portfolio assessments, journals, student’s folders, class projects/presentations and state and city exams. All items are looked at to determine the individual needs of each student.

The administration in the school explores problems and develops strategic plans and timelines to ensure that our students are successful. Teachers work in collaboration with one another to ensure that our students achieve proficiency in the English Language. Our upcoming professional development discussions are primarily around Differentiated Instruction, Project Based Instruction and Assessment. The PD dates are:

- November – NYSESLAT
- December – Best Practices
- January – Differentiated Instruction
- February – Technology in the classroom
- April – Project Based Learning
- May – Portfolios / Alternative Assessments

We have invited PSO AED to assist with workshops at our school. The entire staff will participate in these workshops.

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 & 7 Number of Students to be Served: 3 LEP Non-LEP

Number of Teachers 0 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

MS 421 only received \$711 for translation services. No additional funds were provided for instructional programming.

development contracts.		enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

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.
 - School report card with demographics data
 - Automated phone system will be utilized so that messages will be delivered in different languages in order to encourage more participation.
 - Home Language Surveys
 - Inventory of languages spoken in their households
 - Home visits & in school parental conferences
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
 - We are able to find oral translation for our parents in Spanish but find it difficult to provide in other languages. Our written communication needs to be also improved upon.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
 - We have enlisted the aid of a web designer to help make our website more user friendly for our non-English speaking parents.
 - We have increased our efforts in including our non-English speaking parents in the daily operations of our school by providing greater assistance in translating school information.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

- Oral translation will be provided by the staff and an outside DOE agency (Translation and Interpretation Unit located at 45-18 Court Square, Long Island City, NY)
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>.
- We used PTA meetings, parent handbooks, and written correspondence to advise parents of translation services.

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:	74,854	28,988	103,842
2. Enter the anticipated 1% set-aside for Parent Involvement:	749	290	1039
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	3,743	*	
4. Enter the anticipated 10% set-aside for Professional Development:	7,485	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: _____
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

*Provide professional development

*Tuition reimbursement to satisfy requirements to be considered highly quality

* 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.

West Prep Academy/MS 421M's Parental Involvement Policy:

I. General Expectations

West Prep Academy/MS 421M agrees to implement the following statutory requirements:

West Prep Academy/MS 421M 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. West Prep Academy/MS 421M 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(d) of the ESEA. West Prep Academy/MS 421M will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, West Prep Academy/MS 421M 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.

West Prep Academy/MS 421M will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

West Prep Academy/MS 421M will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

West Prep Academy/MS 421M will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

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

West Prep Academy/MS 421M will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)Support the Parent Association by assisting the president in facilitating space for meetings.

- Involve parents in West Prep Academy/MS 421M Leadership Team

West Prep Academy/MS 421M will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Create more educational parent programs to promote parent involvement.

West Prep Academy/MS 421M will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.) Training parents on accessing student data to help your child attain excellence on ELA & Math exams Support more academic achievement awards throughout the year.

West Prep Academy/MS 421M will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: **Parents as Leaders Program** by:

- Computer Classes for parents/guardians
- GED classes for parents/guardians
- ESL classes for parents/guardians

West Prep Academy/MS 421M will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). West Prep Academy/MS 421M will use the findings of the about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play) Utilize resources of Children Aide Society to assist in the recruitment and implementation of adult educational programs. Purchase of School Messenger to help contact parents/guardians. This device will aide in timely contact and notification of all meetings and school activities.

West Prep Academy/MS 421M will build West Prep Academy/MS 421Ms' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

Workshops in computer, ARIS, Literacy and Math

West Prep Academy/MS 421M will provide assistance to parents of children served by West Prep Academy/MS 421M, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph

the State's academic content standards

the State's student academic achievement standards

the State and local academic assessments including alternate assessments, the requirements of Part A;

how to monitor their child's progress, and how to work with educators:

workshops, conferences, classes, both in-State and out-of-State,

including any equipment or other materials that may be necessary to ensure success

Curriculum night (parent/teacher involvement) Series of workshops for parents on helping our students.

West Prep Academy/MS 421M will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

Computer workshops

Study Strategy Workshops

Literacy Workshops

West Prep Academy/MS 421M will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Career Night

West Prep Academy/MS 421M, to the extent feasible and appropriate, coordinate and integrate parental involvement programs by:

Computer classes for parents/guardians

GED Classes for parents/guardians

ESL Classes for parents/guardians

West Prep Academy/MS 421M will take the following actions to ensure that information related to West Prep Academy/MS 421M and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

The CEP plan will become a standard part of the first PGA meeting in September 2010. It will become a guideline to assist in our progress.

III. Discretionary School Parental Involvement Policy Components

West Prep Academy/MS 421M Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that West Prep Academy/MS 421M, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in West Prep Academy/MS 421M and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; providing necessary literacy training for parents from Title I, Part A funds, if West Prep Academy/MS 421M district has exhausted all other reasonably available sources of funding for that training; paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; training parents to enhance the involvement of other parents; in order to maximize parental involvement and participation in their children's education arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; adopting and implementing model approaches to improving parental involvement; developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

West Prep Academy/MS 421M Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent meetings.

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.

West Prep's TITLE I PARENT –SCHOOL COMPACT

West Prep Academy/MS 421M ,which is to receive Title I under the PARENT INVOLVEMENT section of the reauthorization bill for Title I funds, has jointly developed with and is approved by parents, school staff and students will share responsibility for ensuring improved student achievement. Additionally, this compact outlines how the school and parents will work together to help; Title I students achieve the high content and performance standards set for all students. In the new Improving America's School Act of 1994 (P.L. 103-382), this compact is a program of New York City Public Schools which receive Title I funds.

West Prep Academy/MS 421M, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This school-parent compact is in effect during school year 2009-10

School Responsibilities

West Prep Academy/ MS 421M will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - provide students with qualified teachers and personnel
 - provide a student centered and safe environment
 - provide measurable standards to determine which extent students are achieving the academic standards
 - prepare students to use critical thinking skills
 - provide challenging experiences
 - provide individualized instruction
 - address the needs of our AIS and intellectually gifted population
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - the Parent-Teacher conferences will be held quarterly
 - October
 - March
 - February
 - May (Scheduled Appointments)
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Parents will be provided with four progress reports yearly with two including written narratives which will include statements outlining students successes, concerns and action plans.
3. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Parents can make appointments anytime to see their child's teacher. Also, parents can be able to see teachers who are on preps. Teachers will contact parents in between parent-teacher conferences on a regular basis.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents sign a contract asking them to volunteer the equivalent of three school days per year. Parents are asked to volunteer in the office, in the classroom, for special projects and for class trips.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

Parental Involvement Guidance

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

West Prep Academy/ MS 421M will:

- Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will

offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those

services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (R)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (R) 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		
Title I, Part A (Basic)	Federal		X			
Title I, Part A (ARRA)	Federal		X			
Title II, Part A	Federal		X			
Title III, Part A	Federal		X			
Title IV	Federal		X			
IDEA	Federal					
Tax Levy	Local					

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.

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.

Schools Attuned Program Training
CPS Training for teachers by AED

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

Incorporate a C-Teaching model and provide support for teachers in the schedule.

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;
 - Create Curriculum Maps to ensure rigorous instruction
 - Included Differentiated Instruction, Project Based Instruction, Integrate technology, building a culture where collaboration and student voices are honored and respected, after and before school program, etc.
4. Coordinate with and support the regular educational program;
 - Coordinate after/before and regular day instruction based on the established curriculum maps.
5. Provide instruction by highly qualified teachers;
 - Hire Highly Qualified teachers
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
 - Implement Professional Learning Communities (PCL) so the teachers can learn and support each other.
7. Provide strategies to increase parental involvement; and
 - Use our Website to inform parents of the various events and instructional activities.
8. Coordinate and integrate Federal, State and local services and programs.

- We will make sure all of the students have a fair and equitable change to get services and participate in available 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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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

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

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

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

We have four students in temporary housing.

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

We will provide the following services:

- Extra counseling
- Small group tutoring
- One to One conferencing
- Targeted assistance: before & after school; Saturday school
- School Supplies

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:	WEST PREP ACADEMY						
District:	3	DBN:	03M42	School		310300010421	
DEMOGRAPHICS							
Grades Served:	Pre-K		3		7	v	11
	K		4		8		12
	1		5		9		Ungrade
	2		6	v	10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K		0	0				91.7
Kindergarten		0	0				
Grade 1		0	0	Student Stability - % of Enrollment:			
Grade 2		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 3		0	0				92.4
Grade 4		0	0				
Grade 5		0	0	Poverty Rate - % of Enrollment:			
Grade 6		74	62	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 7		0	61			60.0	66.2
Grade 8		0	0				
Grade 9		0	0	Students in Temporary Housing - Total Number:			
Grade 10		0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 11		0	0				4
Grade 12		0	0				
Ungraded		0	0	Recent Immigrants - Total Number:			
Total		74	123	<i>(As of October 31)</i>	2007-	2008-	2009-
							0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes		9	10	Principal Suspensions			19
# in Collaborative Team Teaching (CTT)		6	17	Superintendent Suspensions			10
Number all others		6	11				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants			0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants			0
<i>(As of October 31)</i>	2008-	2009-	2010-				
# in Transitional Bilingual Classes		0	TBD	Number of Staff - Includes all full-time staff:			
# in Dual Lang.		0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# receiving ESL services only		0	TBD	Number of Teachers			8
# ELLs with IEPs		0	TBD	Number of Administrators and Other Professionals			4
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
			5	% fully licensed & permanently assigned to this			71.4
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			25.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			75.0
American Indian or Alaska Native		0.0	0.0	% core classes taught by "highly qualified" teachers			16.7
Black or African American		60.8	56.9				
Hispanic or Latino		33.8	35.0				
Asian or Native Hawaiian/Other Pacific		2.7	1.6				
White		2.7	4.1				
Male		51.4	51.2				
Female		48.6	48.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster 511	District 03	School Number 421	School Name West Prep Academy
Principal Roberto Padilla		Assistant Principal Rose Greco	
Coach		Coach	
Teacher/Subject Area Maya Jones/Special Education		Guidance Counselor Fawn Terry	
Teacher/Subject Area Lauren Folger/Special Education		Parent	
Teacher/Subject Area Jessica Turnquist/Math, Science		Parent Coordinator Jody Wecker	
Related Service Provider		Other	
Network Leader Calvin Hastings		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	0	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	111	Total Number of ELLs	3	ELLs as Share of Total Student Population (%)	2.7%
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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.

1. Student language surveys (HLIS) along with the LAB-R and BESIS information are used in the initial identification of students. LAB-R tests are administered by Ms. Rose Greco, assistant principal, to all new students upon their arrival to the school.
2. Our Community Assistant, Mr. Ralph Perez, assists the parents in explaining the process of what the school offers its second language learners.
3. HLIS forms are sent home to every student and given to every parent the enrolls their child so the school may accurately identify accordingly.
4. The NYSESLAT will be administered to all identified students. This test is aligned with the NYS English as a Second Language standards and determines entitlement of services.
5. N/A -
6. N/A - The school currently does not offer a ESL program.

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	3	Newcomers (ELLs receiving service 0-3 years)	Special Education
			3

SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	
------	--	----------------------------------	---	-------------------------------	--

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

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

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			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																
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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

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.

Paste response to questions 1-4 here

1-4. Since we have a very small ELL population we are unable to fund an ESL teacher. We have reached out to the other principals in the building to share resources, but they do not have an ESL program either. Moreover, we interviewed two F-Status ESL teachers, but they did not meet the school's hiring criteria. Therefore, our ELL students receive support through a push-in model from our Special Education teachers. Parents complete the Parent/Guardian Home Language Identification Survey when they enroll their child in school. The parents' choices are recorded on the HLIS. If the results indicate a language other than English is spoken at home, the student is administered the Language Assessment Battery (LAB-R). Depending on the student's LAB-R score he/she will receive ESL support from our Special Education teachers. If a student arrives at our school as an ELL, they will receive supports from our Special Education teachers.

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

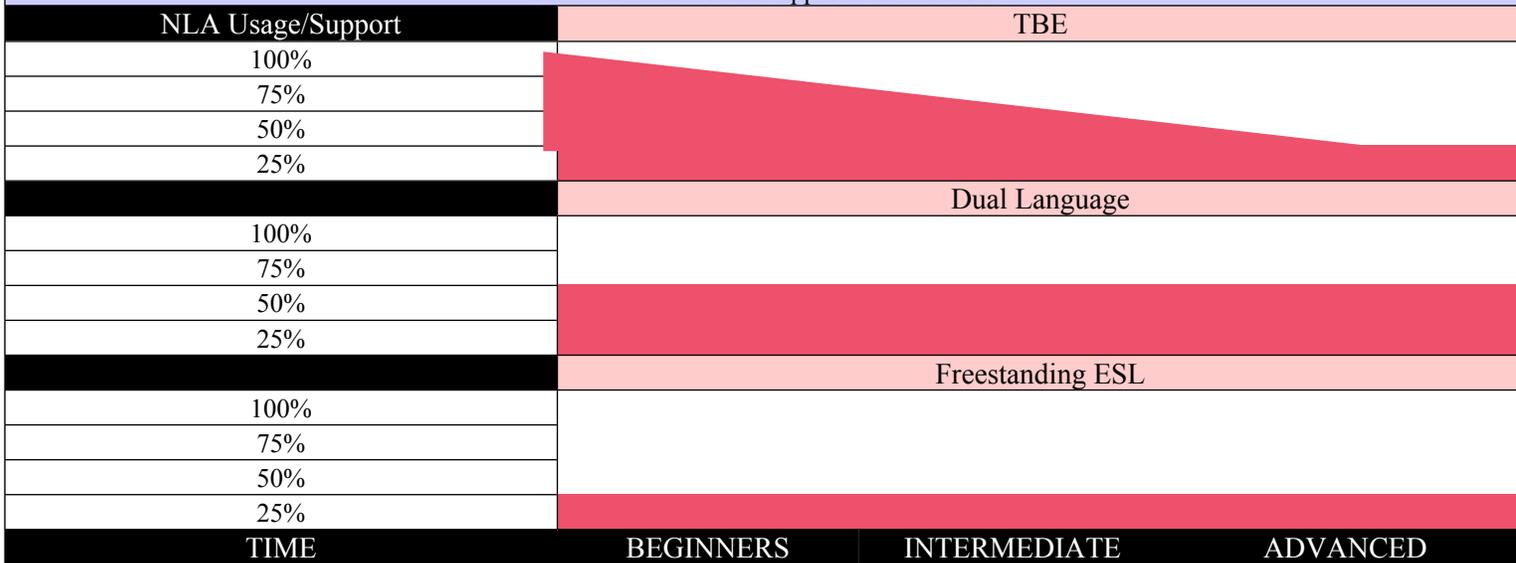
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

Continue full implementation of the Teacher's College balance literacy, including providing the supporting interim assessments (Acuity), literacy pacing calendars, classroom libraries, appropriate development for all staff. This approach offers all of our low-achieving students an opportunity to excel, enabling them and the school to attain the stated AMO. Intensive professional development will support new common core standards and literacy core curriculum, data interpretation and analysis, and differentiation of instruction. Each student will receive quarterly interim assessments under testing conditions.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1-3. PSO supports the school with best instructional practices for low-achieving students (i.e. ELLs, Special education, RTI approaches). Organizational and time management skills are built upon during an daily advisory block.

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?

Paste response to questions 1-4 here

1-4. Parents are invited to a monthly breakfast with the principal to discuss topics of immediate importance to adolescent development. During this time, parents needs are evaluated and the school faculty conducts a follow up with parents so their needs are met. Parents are provided surveys and are encouraged to use the school's website to provide key information about their children.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

Advanced (A)									2					2
Total	0	0	0	0	0	0	0	0	3	0	0	0	0	3

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							2						
	P							1						
READING/WRITING	B													
	I							1						
	A							2						
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

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

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

Paste response to questions 1-6 here

1-6. The school uses the Fountas and Pinnell reading levels system. Our ELLs do not show any variation in ability than our other low achieving students. Two of our ELLs are functional at the advance levels for the four modalities, where one ELL is functioning at the intermediate level.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		3/30/11
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		