



THEATRE ARTS PRODUCTION COMPANY SCHOOL

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X225
ADDRESS: 2225 WEBSTER AVE BRONX, NY 10457
TELEPHONE: (718) 584 - 0832
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 10X225 **SCHOOL NAME:** Theatre Arts Production Co. School

SCHOOL ADDRESS: 2225 Webster Avenue, Bronx, NY 10457

SCHOOL TELEPHONE: 718 584-0832 **FAX:** 718 584-5102

SCHOOL CONTACT PERSON: Lynn Passarella **EMAIL ADDRESS:** lpassar@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Janice Acosta

PRINCIPAL: Lynn Passarella

UFT CHAPTER LEADER: Eric Krakauer

PARENTS' ASSOCIATION PRESIDENT: Marisol Fraticelli

STUDENT REPRESENTATIVE:
(Required for high schools) Sabrina Camilo/Carlos Rosado

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** Fordham

NETWORK LEADER: Marge Struk

SUPERINTENDENT: Elena Papaliberios

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 |
|---------------------------------|--|-----------|
| Lynn Passarella | *Principal or Designee | |
| Eric Krakauer | *UFT Chapter Chairperson or Designee | |
| Marisol Fraticelli | *PA/PTA President or Designated Co-President | |
| | Title I Parent Representative <i>(suggested, for Title I schools)</i> | |
| Myriam Santana | DC 37 Representative, if applicable | |
| Carlos Rosado Sabrina Camilo | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Vincent Canziani | CBO Representative, if applicable | |
| Leonardo Baquero | Member/ | |
| Janice Acosta | Member/ | |
| John Sandrowicz | Member/ | |
| Ian Wold | Member/ | |
| Sandra Oritz | Member/ | |
| Naomi Rivera | Member/ | |
| Marilyn Arroyo | 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.

Theatre Arts Production Company is a small middle/high school whose greatest accomplishment is its demand for college readiness beginning in grade 6 and culminating with a 95% college acceptance for our first cohort. Our greatest accomplishments are made up by the values of the school, which is about breaking cycles of poverty and marginal education that contributes to an inner city graduation rate of 50%, the achievement gap between more affluent communities and our students, teenage pregnancy and parenting. As an arts school we have always valued the emotional life of our students and used theatre as a springboard for critical thinking and enriching the curriculum. June of 2009 our first cohort graduated, making our dream a reality. 95% college acceptance rate and 97% graduation rate.

As we became a high school in 2005, to enhance the richness of our mission – use theatre to transform lives, we created a partnership with Children's Aid Society to address issues of poverty with a goal to move students into college as a first step to breaking the cycle of poverty. As research demonstrates, a college degree can move families and generations out of poverty and into the middle class.

Distinctive qualities of TAPCo are the programs that address the whole child and family. In order to get the results like affluent schools - our students are given the same experiences and services their affluent peers receive. These services are given from their schools and others because of their birthright.

At TAPCo we do not say, "If you go to college." We say, "When you go to college." We begin college readiness in the 6th grade instilling that college is our purpose and our goal. We do this through a rigorous academic program and enriching arts curriculum. Our 6th graders are placed in small class sizes that integrate English, Social Studies and Arts.

We believe that reaching our goal of college readiness – 90% acceptance to college requires complete ownership of the mission by all its stakeholders, including children. This entails "out-of-the box" thinking and innovative structures. The NYS Global Regents Exam is often considered the "gatekeeper" exam, which contributes to the 50% drop-out rate across the city. In order to face this "gatekeeper" exam head on, we made a non-traditional approach for support and intervention, which required our HS team and administrators to literally take kids away out of their comfort zone and immerse them our unwavering belief that they can and will get through this exam. We did this by taking our 10th graders away for three days in an idyllic setting in the woods at the Children's Aid Society Wagon Road Camp in suburban Westchester County. We made a decision to forbid all electronics, mobile phones and junk food. Our goal was to build their confidence and self-esteem through project adventure team-building activities. These teams became our future skills classes. We used these confidence building techniques like climbing over a nine foot wall. We paralleled these activities with study skills, our goal being to push through the fear and self-doubt. We spent two days in small groups teaching students specific study skills like: outlining, using flash cards, practicing document based questions and using calculators to solve equations.

These students came back from the camp renewed and feeling confident. This began our HS-wide intervention of using small group skills classes to address skill and sub-skill instruction. This innovation yielded a 70% pass rate for the first administration of the Regents Exam. This experience became the impetus for our skills structure, which followed Fall of 2007. Having a staff that is willing to go away for three days and maintain excitement and the determination to get each kid through HS and into College is our hallmark: we do not give up on kids.

Our teachers' willingness to have a focused intention on all students ready and prepared for college has resulted in an A on our Progress Report two years in a row. Progress Report 2010-2011 we have 106.3 and a perfect score in performance. It is because of the demand for college readiness and culture targeted instruction that we are able to celebrate and continue a school that by accountability has closed the achievement gap and sends 100% of its graduates to college.

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: | Theatre Arts Production Company School | | | | |
| District: | 10 | DBN #: | 10X225 | School BEDS Code: | 321000010225 |

| DEMOGRAPHICS | | | | | | | | | |
|--|---------------------------------------|---------------------------------------|--|---|--|-----------------------------------|----------------------------|---------------------------------------|---------------------------------------|
| Grades Served in 2009-10: | <input type="checkbox"/> Pre-K | <input type="checkbox"/> K | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 | <input checked="" type="checkbox"/> 7 |
| | <input checked="" type="checkbox"/> 8 | <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 | <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Ungraded | | | |
| Enrollment: | | | | Attendance: % of days students attended* | | | | | |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Pre-K | 0 | 0 | 0 | | 94.5/ 89.9 | 95.0/ 90.6 | 95.0/ 92.4 | | |
| Kindergarten | 0 | 0 | 0 | | | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability: % of Enrollment | | | | | |
| Grade 2 | 0 | 0 | 0 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 3 | 0 | 0 | 0 | | 97.8 | 96.8 | 98.1 | | |
| Grade 4 | 0 | 0 | 0 | | | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate: % of Enrollment | | | | | |
| Grade 6 | 64 | 65 | 70 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 7 | 84 | 72 | 77 | | 59.4 | 69.0 | 56.9 | | |
| Grade 8 | 85 | 73 | 72 | | | | | | |
| Grade 9 | 87 | 67 | 91 | Students in Temporary Housing: Total Number | | | | | |
| Grade 10 | 69 | 76 | 86 | (As of June 30) | 2007-08 | 2008-09 | 2009-10 | | |
| Grade 11 | 70 | 65 | 78 | | 5 | 11 | 1 | | |
| Grade 12 | 0 | 72 | 64 | | | | | | |
| Ungraded | 0 | 0 | 0 | Recent Immigrants: Total Number | | | | | |
| | | | | (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | |
| Total | 459 | 510 | 528 | | 1 | 1 | 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 | 0 | 0 | 0 | | | | | | |
| No. in Collaborative Team Teaching (CTT) Classes | 25 | 68 | 72 | Principal Suspensions | 6 | 1 | 10 | | |
| Number all others | 17 | 3 | 5 | Superintendent Suspensions | 4 | 19 | 20 | | |

DEMOGRAPHICS

| | | | | | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <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) | 2007-08 | 2008-09 | 2009-10 | CTE Program Participants | N/A | 0 | 0 |
| # in Trans. Bilingual Classes | 0 | 0 | 0 | Early College HS Participants | 0 | 0 | 0 |
| # in Dual Lang. Programs | 0 | 0 | 0 | | | | |
| # receiving ESL services only | 21 | 17 | 19 | Number of Staff: Includes all full-time staff | | | |
| # ELLs with IEPs | 0 | 4 | 7 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| <i>These students are included in the General and Special Education enrollment information above.</i> | | | | Number of Teachers | 37 | 34 | 34 |
| | | | | Number of Administrators and Other Professionals | 6 | 7 | 4 |
| Overage Students: # entering students overage for grade | | | | Number of Educational Paraprofessionals | 1 | 1 | 2 |
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | | | | |
| | 0 | 0 | 0 | | | | |
| | | | | 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 | 97.3 | 100.0 | 100.0 |
| American Indian or Alaska Native | 1.3 | 1.2 | 0.8 | Percent more than two years teaching in this school | 51.4 | 47.1 | 82.4 |
| Black or African American | 24.0 | 23.9 | 25.4 | Percent more than five years teaching anywhere | 29.7 | 26.5 | 47.1 |
| Hispanic or Latino | 68.8 | 69.2 | 68.6 | | | | |
| Asian or Native Hawaiian/Other Pacific Isl. | 2.2 | 2.2 | 2.5 | Percent Masters Degree or higher | 100.0 | 85.0 | 85.0 |
| White | 3.7 | 3.3 | 2.7 | Percent core classes taught by "highly qualified" teachers (NCLB/SED definition) | 90.2 | 94.4 | 100 |
| Multi-racial | .1 | .19 | .19 | | | | |
| Male | 35.5 | 37.8 | 36.0 | | | | |
| Female | 64.5 | 62.2 | 64.0 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

| | |
|---|---|
| SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | If yes, area(s) of SURR identification: |
| Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | |

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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) | X | | | |
| 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: | X | ELA: | X |
| | Math: | X | Math: | X |
| | Science: | X | Grad. Rate: | |

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

| Student Groups | Elementary/Middle Level | | | Secondary Level | | | Progress Target |
|--|-------------------------|------|---------|-----------------|------|--------------|-----------------|
| | ELA | Math | Science | ELA | Math | Grad. Rate** | |
| All Students | √ | √ | √ | √ | √ | | |
| Ethnicity | | | | | | | |
| American Indian or Alaska Native | - | - | - | - | - | | |
| Black or African American | √ | √ | - | - | - | | |
| Hispanic or Latino | √ | √ | | √ | √ | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | | |
| White | - | - | - | - | - | | |
| Multiracial | - | - | - | | | | |
| Other Groups | | | | | | | |
| Students with Disabilities | - | - | - | - | - | | |
| Limited English Proficient | - | - | - | | | | |
| Economically Disadvantaged | √ | √ | | √ | √ | | |
| Student groups making AYP in each subject | 4 | 4 | 1 | 3 | 3 | | |

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| Progress Report Results – 2008-09 | | Quality Review Results – 2008-09 | |
|--|------------|---|---|
| Overall Letter Grade | A/A | Overall Evaluation: | √ |
| Overall Score | 73.0/ 85.8 | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | √ |
| School Environment (Comprises 15% of the Overall Score) | 12.3/ 11.8 | Quality Statement 2: Plan and Set Goals | √ |
| School Performance (Comprises 25% of the Overall Score) | 18.6/ 20.2 | Quality Statement 3: Align Instructional Strategy to Goals | √ |
| Student Progress (Comprises 60% of the Overall Score) | 39.1/ 47.8 | Quality Statement 4: Align Capacity Building to Goals | √ |
| Additional Credit | 3.0/ 6.0 | Quality Statement 5: Monitor and Revise | √ |
| <i>Note: Progress Report grades are not yet available for District 75 schools.</i> | | | |

SECTION IV: NEEDS ASSESSMENT

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

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

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

TAPCo has received a B in our Middle School report card and an A in our High School report card. Both Progress Reports indicate a need to focus on four areas:

1. Curriculum mapping
2. Task Alignment
3. Deepening our common language
4. Teacher Teams

Every year the school opens with a narrative, a story, our TAPCo story. Our story is about continuous growth and forming a TAPCo Middle School whose curriculum is coherent 6-12 and aligned to standards and new core standards. This could be any school's story. But ours must remember its lineage. Since our inception we have been called an alternative middle school, a specialized middle school, a coalition school and when adding a high school became a school in the small school movement.

At the core of school we value the individual. As the founder of the coalition for essential schools, Ted Sizer said we must know the head and hearts of our children and to do this effectively we must remember the tenets of small schools:

- Smaller teacher/student caseloads
- Teacher collaboration
- Teacher created curriculum
- Meaningful arts programming
- Advisories 15:1 student/faculty ratio to monitor student success.

In 2005 we built a high school around these stated values.

In 2009 our first graduating class had a 95% graduation rate. Last fall I asked you all now that we've finished, where do we begin?

In 2010 one of our school-wide goals was the restructure of our arts theme and include new art alignment in our planning. We ended last year with over 15 arts sharings and theatre performances – including our first musical.

Our second graduating class achieved a 95% graduation rate with more notable and rigorous college acceptance such as top SUNY's like Buffalo and private like NYU, Syracuse, Union and Marist. And our Marist student – (an IEP student).

Our story of growth was not without bumps in the road. While growing a high school, our middle school in 2008 received an F on our Progress Report. However, that F taught us a valuable lesson – “There are no secrets to success. It is the result of preparation, hard work, and learning from failure.” – Colin Powell. That year our school made an important shift and one that now defines our culture – teacher teams drill down to item analysis using data.

Teachers will find the essence of a problem and create solutions and focus on one, like a writing rubric that school or grade, with consistency, would change practice and raise achievement. From this failure grew our greatest asset or edge – teacher empowerment and teachers as the architects of reform strategies. In order to do this we have set five important goals from the School Quality Review rubric. They are:

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.

Goal # 1 – By June 2011, teams of teachers will use and develop tools that enable them to aggregate and organize data so that information about trends and student performance including key sub-groups is accessible and useful for making curricula and instructional decisions. Students will improve by 3% on all New York State Exams, both ELA and Math.

Goal # 2 – By June 2011, teachers will develop a coherent, aligned and fluid 6-12 curriculum map across grades and across subjects that will emphasize key standards and SMART Goals. Students will improve by 3% on all New York State Exams, both ELA and Math.

Goal # 3 – By June 2011, teachers will ensure the achievement of learning goals by tracking progress at the school using ACUITY predictive and diagnostic exams, using data analysis by teacher teams. Students will improve by 3% on all New York State Exams, both ELA and Math.

Goal # 4 – By February 2011, student program groupings and teacher assignments will promote accountable collaboration among faculty in which groups of teachers hold themselves accountable for their students' progress and for attaining school instructional goals. Students will improve by 3% on all New York State Exams, both ELA and Math.

Goal # 5 – By June 2011, teams and teachers will use inquiry process to target students using results of January 2011 assessments. They will create benchmarks to support success in students meeting key standards on state assessments.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Teams of teachers will use and develop tools that enable them to aggregate and organize data so that information about trends and student performance including key sub-groups is accessible and useful for making curricula and instructional decisions.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Common planning meeting time is programmed during school day.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Teacher teams will be scheduled a minimum of one period per week to set, review and monitor SMART goals and Power Standards for students to meet or exceed for their grade or cohort.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Team minutes posted in ARIS (Inquiry spaces) • SMART goals posted in ARIS • Detailed summary of SMART goals achievement posted in ARIS (Inquiry spaces) |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

| | |
|--|---|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Teachers will develop a coherent, aligned and fluid 6-12 curriculum map across grades and across subjects that will emphasize key standards.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Using 2011 budget TL Summer and Title I SWP, we will begin a contract with Atlas curriculum mapping system.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>By January 2011 a curriculum map (September to February) curriculum map will be posted in Atlas and TAPCo websites for all teachers to use to maintain coherence and alignment to State standards and Common Core Standards.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Atlas curriculum map on-line for private and public communities • Professional Development days agendas and minutes will reflect time for teams of teacher to write, organize and upload curricula into system |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

| | |
|--|--|
| <p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p> | <p>Teachers will ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level.</p> |
| <p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p> | <p>Using Title I SWP funding and NYSTL software allocation we have purchased Snap grades on-line grade report system which emails all families periodic assessment data, quarterly grades, Benchmarks and weekly progress reports.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>School leaders and teachers will use periodic assessment and other data to track progress and make adjustments to goals during the course of the year.</p> <p>Using Snap grades teachers will provide feedback to students and families on students' progress and opportunities for support or enrichment.</p> <p>By November 2010 and January 2011, all achievement data and first semester Snap grades will be posted and available to school community.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Snap grades • ARIS Inquiry spaces • Teacher learning goals |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

| | |
|---|--|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Student program groupings and teacher assignments will promote accountable collaboration among faculty in which groups of teachers hold themselves accountable for their students’ progress and for attaining school instructional goals.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Teacher schedules will include a common planning meeting and department meeting. Title I SWP funding will support Atlas curriculum mapping and Snap grade programs.</p> |
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p> | <p>By January 2011 teachers will select a power standard for their grade or cohort of students that they will meet with 80% accuracy in June.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p> | <ul style="list-style-type: none"> • Benchmarks and power standards will be posted on Snap grades • Student work will reflect 80% accuracy by June • Student portfolios will include power standard piece with attached rubric |

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): _____

| | |
|---|---|
| <p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p> | <p>Team and classroom level goals are targeted and thoughtfully designed to leverage changes in classroom practice to accelerate student learning.</p> |
| <p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p> | <p>Teacher common planning will use Quid protocol: 1-5</p> <p>A five step process</p> <p>Step # One – Result of Current Practices: Data and Analysis</p> <ul style="list-style-type: none"> • What was the information used to make the decision? • How was that information being sorted and organized? <p>Step # Two – Theory-OF-Action: Inference and Hypothesis</p> <ul style="list-style-type: none"> • What meaning did the decision-makers make from the information? • What conclusions did they draw about what needed to change and why? <p>Step # Three – Definition of Success</p> <ul style="list-style-type: none"> • SMART Benchmark Goal <p>Step # Four – Theory-IN-Action</p> <ul style="list-style-type: none"> • What actions were taken? <p>Step # Five – Impact on learning: Feedback and Next Steps</p> <ul style="list-style-type: none"> • How and when did the decision-makers know if the decision they made had the desired affect? • What did they do with that information and when did they do it? |

| | |
|---|---|
| <p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p> | <p>Teacher teams will select a lever for student achievement using Quid Protocol.</p> <p>By January 2011 all teacher teams will have completed five steps of Quid protocol.</p> |
| <p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p> | <ul style="list-style-type: none"> • Teachers will record and collect evidence in folders labeled Step 1, Step 2, Step 3, Step 4, Step 5 • Teachers will record their findings and next steps and begin a new cycle if necessary • ARIS minutes • Quid document folders |

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

| Grade | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--|---|------------------------------------|---------------------------------------|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | | | N/A | N/A | | | | |
| 1 | | | N/A | N/A | | | | |
| 2 | | | N/A | N/A | | | | |
| 3 | | | N/A | N/A | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 34 | 28 | 4 | 5 | 0 | 0 | 3 | 0 |
| 7 | 61 | 38 | 12 | 23 | 0 | 0 | 4 | 0 |
| 8 | 48 | 38 | 0 | 12 | 0 | 0 | 5 | 0 |
| 9 | 45 | 43 | 39 | 20 | 0 | 0 | 4 | 0 |
| 10 | 11 | 20 | 10 | 0 | 0 | 0 | 7 | 0 |
| 11 | 15 | 40 | 25 | 40 | 0 | 0 | 4 | 0 |
| 12 | 10 | 33 | 21 | 14 | 0 | 0 | 2 | 0 |

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

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

Part B. Description of Academic Intervention Services

| Name of Academic Intervention Services (AIS) | Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.). |
|---|--|
| <p>ELA:</p> <p>Small group push-in CTT Program</p> | <ul style="list-style-type: none"> • Push-in guided reading • During school day SKILLS classes • CTT classes with Special Education Teachers |
| <p>Mathematics:</p> <p>Reduced class size 6-8</p> | <ul style="list-style-type: none"> • Small group and individual tutoring • During school day small groups • In school skill classes • Buckle Down Mathematics • After-school instruction |
| <p>Science:</p> <p>Reduced class size 6-8</p> | <ul style="list-style-type: none"> • Small group and individual tutoring • During school day • FOSS Kits • Supplemental Curriculum Software |
| <p>Social Studies:</p> <p>Push-in of media teacher to create differentiated grouping</p> | <ul style="list-style-type: none"> • Small group and individual tutoring • During school day • Supplemental Curriculum Software |
| <p>At-risk Services Provided by the Guidance Counselor:</p> <p>Transcript & College Review</p> | <ul style="list-style-type: none"> • Individual and small group • During school day • After-school • Contact with students after-school/weekends via text messaging |
| <p>At-risk Services Provided by the School Psychologist:</p> <p>N/A</p> | <p>N/A</p> |
| <p>At-risk Services Provided by the Social Worker:</p> <p>N/A</p> | <p>N/A</p> |

At-risk Health-related Services:

N/A

N/A

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: 10X225 BEDS Code: 321000010X225

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

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.
 - **TAPCo works closely with the ISC welcome Center to assist with language translation**
 - **Parent Translates for Spanish speaking families at Parent/Teacher Conferences, PA meetings, IST meetings and individual conferences.**
 - **All correspondence is translated by Community Associate**
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 survey parents through our application process.**

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.
 - **Hired Community Associate to translate letters home**
 - **Spanish is translated in hours**
 - **Albanian – Parent volunteer**
 - **Some African dialects and other languages – Parent volunteer.**
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.
 - **Children's Aid Society, our partner, translates parent surveys and communication.**

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>.

- **Children's Aid Society translator**
- **Teachers**
- **Parent volunteers**

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: | \$349,150 | \$223,593 | \$572,743 |
| 2. Enter the anticipated 1% set-aside for Parent Involvement: | \$3,492 | \$2,236 | \$5,728 |
| 3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified: | \$17,458 | * | |
| 4. Enter the anticipated 10% set-aside for Professional Development: | \$34,915 | * | |

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

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

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

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

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

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

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

TAPCo agrees to implement the following statutory requirements:

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

School Will Implement Required Parental Involvement Policy Components in the following ways:

1. TAPCo will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 2. TAPCo will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - School Leadership Team meetings
 - Parent meetings scheduled thought the school year
 - Newsletter communications
 - Surveys
 3. TAPCo 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:
 - Newsletter communications, website www.tapconyc.org
 - Letters home
 - Regular parent meetings
 - Provide student data to support informed parent-teacher communication
 4. TAPCo will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: involvement with Children’s Aid Society and Fordham University:
 - Community schools
 - Micro business
 - Family/literacy
 - Adult education pre GED
 - Leadership development
 - Title I mental health services for family and children counseling – access to health insurance
- by: Orientation for ELL students and their parents will include strategies that parents can use to facilitate language acquisition at home. Specific outreach to parents will be made to increase the participation of our neediest parents. We will reach out to the parents of our struggling students about the academic interventions available at TAPCo to build increased parent support for student effort and common expectations for success.
5. TAPCo 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). The school will use the findings of

the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. Multiple parent meetings occur at the beginning of the year and at the end in addition to the designated parent conferences. During the end of year meeting, we share with parents our evaluations of what went well and what we want to do better. Parents are encouraged to share their feedback about the year. In addition, a survey is distributed at the meetings to assess the views of those who are less vocal. A similar format is used at the beginning of the year. Children's Aid Society Community School Director, Richard Negron and Assistant Principal take responsibility for these meetings.

6. TAPCo will build the schools' 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: Parent involvement is encouraged through a variety of activities throughout the year. Student artistic performance is regularly celebrated at TAPCo and provides parents the opportunity to see their children's work and celebrate their accomplishments. In addition, regular meetings at the beginning and end of the school year are held to involve parents in school life. Parents are an integral part of class trips, especially to those trips that focus on arts enrichment. Regular grade level meetings provide an opportunity for parents to meet with the grade level team of teachers who teach their child/children. Through this regular opportunity, parents come to feel that TAPCo provides a real partnership to support the academic achievement of their children. Next year TAPCo will provide additional parent workshops that focus on the student curriculum for each grade. We are hopeful that this additional outreach will build greater community around the essential questions that drive learning at TAPCo and increase the capacity for greater parent involvement.
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. 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: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Portfolio review of student work to include parent/s of student
 - Parent workshops on various topics that include homework expectations, essential questions, content area curriculum topics and instructional strategies (for example, one workshop may focus on literature circles for parents).
 - b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
 - c. The school 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: (List activities.)

- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- e. The school will take the following actions to ensure that information related to the school 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: (List actions.)

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

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- o 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;
- o training parents to enhance the involvement of other parents;
- o 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;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

This School 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 CAS and Fordham University. This policy was adopted by the TAPCo on 09/08/10 and will be in effect for the period of 10 months. The school will distribute this policy to all parents of participating Title I, Part A children on or before October 22, 2010.

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.

TAPCo, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), 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 2010-11.

School Responsibilities

TAPCo will 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: The Theatre Arts Production Company School (TAPCo) is a New York City Public School serving grades 6-12. It began as, and continues to be, a middle school of distinction and was cited as a "hidden gem" in Clara Hemphill's book "New York City's Best Middle Schools" (Please reference tapco at www.insideschools.org).

TAPCo is a learner-centered, performance-based school of choice. We are committed to promoting intellectual engagement which fosters creativity, diversity and personal responsibility. As a small school, we are able to provide a safe and personalized environment to a multi-cultural community. TAPCo challenges students through a variety of creative strategies. All theatre arts classes are well integrated with the core curriculum through an essential question in each grade. Therefore, all theatre arts classes support and reinforce the subjects which a child is required to study. We provide an opportunity for our children to pursue training in the arts as well as challenging their academic college preparation. We follow a "School-wide Enrichment Model" and utilize "The Life Skills Crisis Intervention" program to build community and develop productive relationships for our children.

Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- Curriculum Night September 30, 2010
- Two conferences in the Fall – November 15 and November 16, 2010 (MS); October 28 and October 29, 2011 (HS)
- Two conferences in the Spring – February 16 and February 17, 2010 (MS); March 17 and March 18, 2011 (HS)

We communicate with parents with frequent reports on their children's progress. Specifically, through SnapGrades, the school will provide reports as follows:

- Progress reports will be distributed 8 times during the year both by mail and on website (www.tapconyc.org)
- Report cards will be distributed 4 times during the year.
- SnapGrades are posted on website and updated weekly

- Instructional support team meetings

Our parents have reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Most teachers make available to parents their cell phone numbers
- Teachers are available through TAPCo email
- Parent teacher night in the Fall
- Parent teacher night in the Spring
- Make appointment with teacher for meeting

Our parents have opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Make an appointment with teacher to observe classroom
- Give name to secretary to volunteer or participate in an activity; come to scheduled town meetings and performances.
- Participate in school trips

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 (for SWP schools), in an organized, ongoing, and timely way.

In collaboration with Children's Aid Society we hold a curriculum night that explains their child's schedule, how data is used regularly to inform teachers' instruction. Teachers are highly qualified and certified in their subject area. A meeting is held 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.

Parent Responsibilities

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

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

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate and reviewing SnapGrades on a regular basis.
- 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.
- Attending school trips.
- Coordinating and aiding in the organization and planning of fundraising activities.

Student Responsibilities (revise as appropriate to grade level)

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 30 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.
 - Respect all staff members
 - Ask teachers for help when we are confused about assignments.
 - Reach out for guidance when we are unable to manage ourselves in an effective and positive way.
 - Stay informed about my academic performance using SnapGrades.
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.

Assessment Tools

The school uses a variety of tools to assess the needs of students and staff including:

- Acuity assessment -Reading test for grades 6-12
- Acuity assessment -Mathematics for grades 6-12
- NYS English Language Arts test for grade 8
- NYS Math test for grade 8
- NYS Social Studies test for grade 8
- NYS Science test for grade 8
- ARIS data
- AIS program
- Annual School Report Card
- Literacy and Math portfolios for 6 -12 students – (baseline writing, school-wide writing rubric)

- Administrators' observations
- Literacy and Math coaches' observations
- Teachers' observations – (low inference observations)
- Grade-level meetings – (common prep)
- Professional learning workshops and sessions
- Faculty meetings
- Parent association meetings
- SLT (School Leadership Team) meetings
- Inquiry team meetings
- Instructional team meetings

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.

Programs

- Program offerings will be designed to promote cultural literacy, acquisition of literacy, mathematical, scientific and technology skills.
- Students will be given opportunities to apply what they learned in a variety of forums and methods that illuminates their ability to meet and exceed performance standards both in academic subjects and performing fine arts.
 - Continue our "safety net" skills class program which consists of a school day intervention component, and after-school component and a counseling component.
 - After-school programs consist of a literacy block and a math block for those students in level 2. Students stay for two additional days to work on word study, reading and test-taking strategies in the area of literacy improvement.
 - Provide skills classes to all students who need support and are prepared for an accelerated program.
 - ESL support for students in need.

3. Instruction by highly qualified staff.

- The School Executive Team, along with the school secretaries, meets with certified teachers to discuss their graduate school plans. College programs, UFT coursed and professional development offerings are posted in the Staff Developer's/Coaches Resource Room. Throughout the year, every teacher participates in an array of in-house professional development programs/activities to enhance teaching practices. These are given both during the school day and after school. The trainers come from the school's administration and/or Executive team, the teaching staff or from outside consultants such as the Aussies, and Teaching Matters. Learning Walks, classroom visitations (informal and formal), looking at lesson plans and the viewing of student work, monitor the quality of the school's instructional program throughout the school. Immediate feedback is provided to maintain high standards. Teachers are held accountable for the achievement scores/levels their students receive on City/State tests as well as on in-house benchmark writing samples and E-CLAS2/Princeton Review. At the end of the school year teachers meet with the Principal to discuss this year's achievements and next year's goals. "At Risk" teachers receive additional one-one assistance from consultants, Literacy/Math coaches and from the Principal or Assistant Principals.
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.
- The professional development offered at TAPCo is determined by test data and a teach survey of specific needs to meet curriculum demands of and a diverse student population. Debriefing sessions after Learning Walks also provide topics for professional development. The professional development menu is also influenced by new curriculum initiatives that require large/small groups of teachers to be learning at the same time. In instances such as this, the Principal, Assistant Principals, Lead Teacher, Test and or and Literacy coaches turnkey the training to the teaching staff. The initiatives are monitored to ensure that the children are focused and learning specific skills. Grade meeting facilitate further planning and assessment of new initiatives and ongoing programs. Grade meetings also provide teachers with an opportunity to assess student achievement levels and recommend additional support for those struggling to achieve. Student performance/outcomes (data) is analyzed by the Cabinet to see that it reflects the implementation of skills/ strategies and content knowledge learned during professional development sessions and applied in classrooms. Study Groups also provide teachers with insights/information about specific educational topics, ie. Literature Circles, assessment and feedback, developing readers, etc.
 - Common planning meetings
 - Weekly Inquiry Team meetings
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
- Most teachers recruited to TAPCo are through recommendations and www.insideschools.org. They are interviews by the Principal and are guided around the school to view the academic, the arts and social environment they will be joining. Often, a prospective teacher will do per diem subbing before officially becoming a member of the staff. New teachers are buddied with an experienced teacher, work with Grade Leaders and may have a UFT mentor. Literacy/Math coaches model lessons in a new teacher's classroom to demonstrate a new strategy, one that needs to be revisited or a Best Practice. Common preparation periods for teachers on a grade offer the new teacher additional support. During the Extended Year Summer Program, prospective new teacher are invited to become Summer Interns. The Interns are paired with experienced teachers to become familiar with the school's culture and teaching practices. The Interns also

participate in two training programs; one provided by Region One and the other (intensive and school specific by TAPCo's Principal and Assistant Principals.

TAPCo has just been approved to become an SBO (School Based Option) school. This will enable the Principal and an interview team to select teachers (via a submitted resume) and interview and observe a demonstration lesson, prior to being offered the opportunity to join the staff. The purpose of the initiative is to select and hire teachers who will commit to the culture and rigor of TAPCo's learning environment.

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

The following initiatives which are designed to keep parents informed of their children's progress and help them support their children's literacy development will be continued:

- Parents are invited to school and classroom celebrations of units of study and theatre performances. Very often these celebrations are held around writing workshop, theatre performance, and students read and perform their latest work to an audience of parents and staff members.

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

N/A

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

- On-going grade level meetings will continue to be held during 2010-2011. The purpose of these meetings is to create goals and action plans based on 2009 test data, student and staff surveys, Acuity, ARIS.
- We will continue to focus on literacy assessment, especially the setting of academic benchmarks for student achievement, the use of portfolios to examine student progress over time and close monitoring of improved reading levels through simulations and test results.
- Inquiry Team meetings.

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.

- Adhering to the 2010-2011 Periodic Assessment calendar for grades 6-12.
Offering predictive, diagnostic, and Mock Regents exams
 - Credit Recovery Program
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
- The School-wide Program has enabled the school to upgrade its instructional practices for every segment of the school population. Every child participates in a wide array of programs to provide a balanced education program that facilitates learning and achievement. The funds also enhance/enrich the academic program by supporting cultural activities such as trips to museums and theatrical events that are related to classroom learning. Project Arts funds provide the children with artists in-residence to broaden their experience with an array of arts that incorporate literacy.

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.

11. 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.
12. Schoolwide reform strategies that:
- c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) 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.

13. Instruction by highly qualified staff.
14. 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.
15. Strategies to attract high-quality highly qualified teachers to high-need schools.
16. Strategies to increase parental involvement through means such as family literacy services.
17. 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.
18. 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.
19. 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.
20. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

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

Explanation/Background:

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

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

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

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

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

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

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

| Program Name | Fund Source <i>(i.e., Federal, State, or Local)</i> | Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓) | | | Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i> | Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan. | |
|-------------------------|--|---|----|-----|--|---|-----------|
| | | Yes | No | N/A | | Check (✓) | Page #(s) |
| Title I, Part A (Basic) | Federal | | | | | | |
| Title I, Part A (ARRA) | Federal | | | | | | |
| Title II, Part A | Federal | | | | | | |
| Title III, Part A | Federal | | | | | | |
| Title IV | Federal | | | | | | |
| IDEA | Federal | | | | | | |
| Tax Levy | Local | | | | | | |

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **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.)
 - I. Cliffon Brinson
 - II. Gil Cruz
 - III. Aliyah Huntley
 - IV. Nyrek Johnson
 - V. Deyzha Moore
 - VI. Christopher Negron
 - VII. Walter Ramos
 - VIII. Kalah Williams
2. Please describe the services you are planning to provide to the STH population.
 - Counseling services
 - Children's Aid Society; NYTimes Neediest
 - NDA after-school program
 - TTA (Transition to Adulthood) Program

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: | Theatre Arts Production Company School | | | | | |
| District: | 10 | DBN: | 10X225 | School | | 321000010225 |

DEMOGRAPHICS

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

| Enrollment | | | | Attendance - % of days students attended: | | | |
|---------------------------|---------|---------|---------|--|-----------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Pre-K | 0 | 0 | 0 | | 94.5/89.9 | 95.0/ | 95.9 / |
| Kindergarten | 0 | 0 | 0 | | | | |
| Grade 1 | 0 | 0 | 0 | Student Stability - % of Enrollment: | | | |
| Grade 2 | 0 | 0 | 0 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 3 | 0 | 0 | 0 | | 97.8 | 96.8 | 96.2 |
| Grade 4 | 0 | 0 | 0 | | | | |
| Grade 5 | 0 | 0 | 0 | Poverty Rate - % of Enrollment: | | | |
| Grade 6 | 65 | 70 | 62 | <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 |
| Grade 7 | 72 | 77 | 75 | | 59.4 | 56.9 | 76.3 |
| Grade 8 | 83 | 72 | 75 | | | | |
| Grade 9 | 67 | 91 | 77 | Students in Temporary Housing - Total Number: | | | |
| Grade 10 | 86 | 76 | 89 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| Grade 11 | 65 | 78 | 69 | | 5 | 11 | 6 |
| Grade 12 | 72 | 64 | 81 | | | | |
| Ungraded | 0 | 0 | 0 | Recent Immigrants - Total Number: | | | |
| Total | 510 | 528 | 528 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| | | | | | 1 | 1 | 0 |

| Special Education | | | | Suspensions (OSYD Reporting) - Total Number: | | | |
|--|---------|---------|---------|---|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of June 30)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Self-Contained Classes | 0 | 0 | 0 | Principal Suspensions | 6 | 1 | 10 |
| # in Collaborative Team Teaching (CTT) Classes | 68 | 72 | 87 | Superintendent Suspensions | 4 | 19 | 16 |
| Number all others | 3 | 5 | 0 | | | | |

These students are included in the enrollment information above.

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

| English Language Learners (ELL) Enrollment: (BESIS Survey) | | | | Number of Staff - Includes all full-time staff: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| <i>(As of October 31)</i> | 2008-09 | 2009-10 | 2010-11 | <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
| # in Transitional Bilingual Classes | 0 | 0 | TBD | Number of Teachers | 37 | 34 | 35 |
| # in Dual Lang. Programs | 0 | 0 | TBD | Number of Administrators and Other Professionals | 6 | 7 | 5 |
| # receiving ESL services only | 17 | 19 | TBD | | | | |
| # ELLs with IEPs | 4 | 7 | TBD | | | | |

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

| <i>(As of October 31)</i> | 2007-08 | 2008-09 | 2009-10 |
|---|---------|---------|---------|
| Number of Educational Paraprofessionals | 1 | 1 | 3 |

| Overage Students (# entering students overage for | | | | Teacher Qualifications: | | | |
|---|---------|---------|---------|--|---------|---------|---------|
| (As of October 31) | 2007-08 | 2008-09 | 2009-10 | (As of October 31) | 2007-08 | 2008-09 | 2009-10 |
| | 0 | 0 | 16 | % fully licensed & permanently assigned to this school | 97.3 | 100.0 | 97.0 |
| | | | | % more than 2 years teaching in this school | 51.4 | 47.1 | 45.7 |
| | | | | % more than 5 years teaching anywhere | 29.7 | 26.5 | 45.7 |
| Ethnicity and Gender - % of Enrollment: | | | | | | | |
| (As of October 31) | 2008-09 | 2009-10 | 2010-11 | % Masters Degree or higher | 100.0 | 85.0 | 88.6 |
| American Indian or Alaska Native | 1.2 | 0.8 | 0.4 | % core classes taught by "highly qualified" teachers | 90.2 | 94.4 | 91.2 |
| Black or African American | 23.9 | 25.4 | 25.4 | | | | |
| Hispanic or Latino | 69.2 | 68.6 | 71.0 | | | | |
| Asian or Native Hawaiian/Other Pacific | 2.2 | 2.5 | 1.3 | | | | |
| White | 3.3 | 2.7 | 1.9 | | | | |
| Male | 37.8 | 36.0 | 34.7 | | | | |
| Female | 62.2 | 64.0 | 65.3 | | | | |

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

| | | | | | | |
|---|----------|----------|----------|----------|----------|--|
| American Indian or Alaska Native | - | - | - | - | - | |
| Black or African American | v | v | - | - | - | |
| Hispanic or Latino | v | v | | v | v | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | - | | | |
| White | - | - | - | - | - | |
| Multiracial | - | - | - | | | |
| Students with Disabilities | - | - | - | - | - | |
| Limited English Proficient | - | - | - | | | |
| Economically Disadvantaged | v | v | | v | v | |
| Student groups making | 4 | 4 | 1 | 3 | 3 | |

CHILDREN FIRST ACCOUNTABILITY SUMMARY

| | | | |
|--|-----------|--|----|
| Progress Report Results – 2009-10 | | Quality Review Results – 2009-10 | |
| Overall Letter Grade: | B / A | Overall Evaluation: | NR |
| Overall Score: | 42.7 / | Quality Statement Scores: | |
| Category Scores: | | Quality Statement 1: Gather Data | |
| School Environment: | 11.2 / 13 | Quality Statement 2: Plan and Set Goals | |
| <i>(Comprises 15% of the</i> | | Quality Statement 3: Align Instructional Strategy to Goals | |
| School Performance: | 7.3 / 25 | Quality Statement 4: Align Capacity Building to Goals | |
| <i>(Comprises 25% of the</i> | | Quality Statement 5: Monitor and Revise | |
| Student Progress: | 21.7 / | | |
| <i>(Comprises 60% of the</i> | | | |
| Additional Credit: | 2.5 / 9 | | |

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

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

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

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

| | | | |
|--|--------------------|---|---------------------------------|
| Network Cluster type here | District 10 | School Number 225 | School Name TAPCo 10X225 |
| Principal Lynn Passarella | | Assistant Principal Monika Fisher, | |
| Coach type here | | Coach type here | |
| Teacher/Subject Area Dominic Branca | | Guidance Counselor Roberto Fernandez | |
| Teacher/Subject Area type here | | Parent type here | |
| Teacher/Subject Area type here | | Parent Coordinator Myriam Santana | |
| Related Service Provider type here | | Other type here | |
| Network Leader Marge Shruk | | Other type here | |

B. Teacher Qualifications

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

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

C. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total Number of Students in School | 539 | Total Number of ELLs | 27 | ELLs as Share of Total Student Population (%) | 5.01% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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) Parent Coordinator (Bilingual) and Assistant Principal Monika Fisher, administer Home Language Identification survey (HLIS) when necessary. ESL Licensed, Mr. Dominic Branca, certified and tenured ESL teacher the LAB-R if necessary. ELLs are evaluated annually using the New York State English as a Second Language achievement Test (NYSESLAT) (2) Parents are involved in the interview process for each student accepted at TAPCo and are made aware of the Free Standing ESL program provided. (3) Parents are brought in or contacted in writing and by phone to discuss the ESL program. (4) Students again are interviewed and tested using personal interviews and NYSESLAT testing to identify ELLs. (5) The 27 students who are identified ELLs have met with the ESL teacher/coordinator and chose the Free Standing ESL program that is in place at TAPCo. (6) The program models offered at TAPCo are aligned with parent requests and student need.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | |
|-----------------------------|----|--|----|
| All ELLs | 27 | Newcomers (ELLs receiving service 0-3 years) | 2 |
| SIFE | 2 | ELLs receiving service 4-6 years | 11 |
| | | Special Education | 9 |
| | | Long-Term (completed 6 years) | 14 |

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 | | | 11 | 1 | 4 | 14 | 1 | 5 | 27 |
| Total | 2 | 0 | 0 | 11 | 1 | 4 | 14 | 1 | 5 | 27 |

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 |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

| Dual Language (ELLs/EPs) 9-12 | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | |

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | 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: 27

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Spanish | | | | | | | 5 | 7 | 3 | 3 | 2 | 1 | 6 | 27 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| 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 | 5 | 7 | 3 | 3 | 2 | 1 | 6 | 27 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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

(1)a. Instruction is delivered by Push-In (Co-Teaching), and Pull-Out, especially for individual instruction. (2)b Classes travel as groups in heterogeneously mixed proficiency levels. (2) a. We have a dedicated ESL teacher who maintains the schedule to allow for the fulfillment of the NYSCR Part 154 mandate. (3) Content area teachers have been working with the theories of Marzano, particularly where focusing on differentiation in the inclusion classrooms. (4) Push-in with ELA teachers, pull-out in content area classes. (b) ELLs in this category receive individual one on one pull out instruction. (c) ELLs receiving 4-6 yrs are prepped in ELA and with the ESL teacher for State Tests and Regents exams. (d) Long term ELLs are offered push-in model in ELA, theatre arts and skills classes to support their achievement on the Regents Tests in Content areas, as well as, in English. The school provides English teachers who offer Writing Classes to support ELLs (e) ELLs with special needs are serviced by ESL teacher in conjunction with Special Ed teacher.

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|--|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|---|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |

Native Language Arts and Native Language Support

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

| NLA Usage/Support | TBE |
|-------------------|-----|
| 100% | |
| 75% | |

| | | | |
|------|------------------|--------------|----------|
| 50% | | | |
| 25% | | | |
| | Dual Language | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| | Freestanding ESL | | |
| 100% | | | |
| 75% | | | |
| 50% | | | |
| 25% | | | |
| TIME | BEGINNERS | INTERMEDIATE | ADVANCED |

B. Programming and Scheduling Information--Continued

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

(5) Students are in ELA classes for 75 minutes a day 5 days a week to scaffold and expand their English Language Proficiency. (6) The ESL teacher has groups of those students reaching proficiency and supports them in their content area requirements. (7) Content classes in math are using Set building hands on assignments to help ELLs and those with special needs succeed in demonstrating the learning in these subject areas.(8) N/A(9) ELLs can take PSAT and SAT prep classes. There are the new writing centers for students to complete their written assignments with teacher assistance. Laptop carts in every content room, especially English allow ELLs to use technology on a daily basis. Students are also using blogs to discuss the content and teachers have created websites to facilitate the learning of all students, whatever their challenge. (10) See (9). (11) N/A (12) Yes. (13) Summer School, Interviews, Open House (14)Italian,Chinese, Spanish, and Portugese.

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)?

(1-5)N/A

D. Professional Development and Support for School Staff

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

(1) We have had extensive professional development around teaching methods that benefit ELLs such as; Differentiation, class walk throughs to see if grouping is used in classrooms, Scaffolding, Using clear expectations and multiple intelligences for activities and assignments (2) The ESL teacher co-teaches and co-plans with teachers for ELLs (3) Same as all classes, 75 min pr period. (4) N/A (5) N/A

E. Parental Involvement

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

(1) Parents are involved in our school, including those parents of ELLs. The parent coordinator a bilingual member of the PTA here at TAPCo encourages parents to visit...there are Parent Teacher Conferences, The Website has a parent link for immediate communication. (2) The School partners with the Children Aid Society and Fordham University. (3) Teachers are trained by the ESL teacher gives PD on how to include the ELL population in their classrooms...co-teaching, presentations, and explanations of the NYSESLAT and other test accommodations.

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) | | | | | | | | | | | | | | 0 |
| Advanced (A) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

NYSESLAT Modality Analysis

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

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | 1 | 3 | 1 | | 5 |
| 7 | 5 | 2 | | | 7 |
| 8 | 2 | 1 | | | 3 |
| 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 | 1 | | 3 | | 1 | | | | 5 |
| 7 | | | 4 | | 3 | | | | 7 |
| 8 | | | 3 | | | | | | 3 |
| 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 | | | 1 | | 2 | | | | 3 |
| 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 | | | 2 | | 1 | | | | 3 |
| 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 | 6 | | 6 | |
| Math <u>Algebra</u> | 8 | | 8 | |
| Math <u>A</u> | 3 | | 3 | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | 3 | | 2 | |
| Living Environment | 6 | | 5 | |
| Physics | | | | |
| Global History and Geography | 7 | | 6 | |
| US History and Government | 5 | | 4 | |
| Foreign Language | 2 | | 2 | |
| Other <u>Geometry</u> | 1 | | 1 | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

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

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

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

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.

(1) N/A (2) The scores for the NYSESLAT shows that out of those who took the test in the Listening and Speaking Section 16 Passed, 6 are Advanced, and 2 are Intermediate. On the reading and writing section, 1 Passed, 7 are Advanced, 5 are Beginning and 11 are Intermediate. (3) According to the test results, efforts will be made to focus in on the Reading and Writing Modalities . Teachers and the ESL teacher will use scaffolding strategies to support the ELLs in the regular education Core subject areas working toward improving EP especially reading and writing. ELLs will be taking studies in inclusion classrooms in ELA and be scaffolded in the skills that are required by the New York State Common Core standards in reading and writing. (4) a. ELL students are speaking and listening in regular classes at grade level. b. ELLs are grouped according to proficiency in their inclusion classrooms in core subjects in order to meet expectations of the regular education classes. Teachers offer access to the learning of skills by differentiating instruction. (5) N/A (6) ELLs are demonstrating proficiency on NY State Regents exams in core subjects as required for graduation. (See information in table above). Their results can also be seen on their report cards as well as on the scoresl on the 6-8 grade NY State Standardized tests.

Part VI: LAP Assurances

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

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