



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** TEACHERS PREPARATORY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 23K697

PRINCIPAL: CARMEN SIMON

EMAIL: [CSIMON6@SCHOOLS.NYC.GOV](mailto:CSIMON6@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TAMIKA MATHESON

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Carmen Simon	*Principal or Designee	
Andrew Spanburgh	*UFT Chapter Leader or Designee	
Rose Laney	*PA/PTA President or Designated Co-President	
Marion Dewberry	DC 37 Representative, if applicable	
Shernala Brisco Lizetta Alexander	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Elaine Savage	Member/UFT	
Dawnia Harry	Member/UFT	
Claire Spann	Member/Parent	
Marie Clarke	Member/Parent	
Felicia Alleyne-Davis	Member/Parent	
Mary Alexander	Member/Parent	
Tryshell Mark	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of students in Cohort P will have amassed a minimum of credit 10 credits in core subject areas.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

For the 2014 graduation class (cohort P), 48% are on Track for graduation according to the Progress to Graduation Report in ARIS Community dated September 12, 2012. The NYS target for graduation is 80%.

According to the NYC Progress Report, 63% of Cohort P students amassed 10 credits or better and 40.6 % in the lowest 3<sup>rd</sup> amassed 10 credits or better

There are 107 students in Cohort P.

48% are on track for graduation for 2014.

Currently there are 29 males in the grade 11. The attendance rate for these students is 88%.

Currently there are 63 females in the grade 11. The attendance rate for these students is 92%.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Starting in September through June, weekly family contact by the Attendance Team led by the Assistant Principal Backer (including when needed home visits) for students with poor attendance.

Starting in September ending in May, 25% or more teachers from various disciplines and grade levels will participate in team meetings 4 to 5 times a month to evaluate school-wide instructional practices and create practices that will improve goal setting, curriculum mapping, professional development, and inquiry practices.

Starting in September and ending in June, professional development will be led by Assistant Principal, Torta and Instructional Leads to

address strategies to improve instructional practices.

Professional development will be offered to Grade 11 teachers for students at risk of not meeting credit accumulation/ graduation requirements.

Credit Recovery Sessions organized by AP Backer, mentored by content area teachers, will be offered to students in 6 week cycles starting in November terminating in June.

Aventa Credit Recovery Teacher Training organized by AP Backer provided by the vendor Aventa occurred during the Spring Semester.

Credit Recovery and mentoring by content area teachers will be initiated during the spring semester and will continue in 6 week cycles terminating in June. Grade 11 students will be offered credit recovery during the first 6 week cycle.

Saturday Academy supervised by AP Torta implemented by content area teachers will be offered during the last 4 to 6 weeks of the fall and spring semester to prepare students for NYS Regents examinations.

Credit accumulation strategies will be implemented by grade 11 teachers to reduce failure.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Make Parents aware of credit accumulation opportunities for grade 11 students using pupil path, TPS calendar, phone message, and letters home.

b. Parent/Student Calendar

c. Teachers Preparatory School Website

d. On-line Progress Report using Skedula/Pupil Path

e. College and Career Night

f. Parent Open House

g. Transcript Night

h. Science Night

i. End of Semester Award Ceremony scheduled during the weekend or after school hours

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Professional Development funding will be used to pay per session such that school leaders can hold professional development sessions with teachers to evaluate and improve the best practices currently employed by the school community (2 or more times per month).

Teacher per session (2 to 3 days per week) for after school programs and Saturday Programs.

Differentiated professional development preparation time provided to Instructional Leads and AP.

Credit Recovery software and per session will be funded by Title I, TL Funding, NYSTL

Software, textbooks, consumables will be funded by NYSTL and Title I will be used for regular instruction, Saturday Academy, PM School and for Extended Day Programs.

NYSTL funding will be used to purchase laptops.

## **ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**By June 2013, we will increase the average student proficiency in both ELA and Math by 5%**

**The ELA average student proficiency will increase from 2.87 to 3.0**

**The Math average student proficiency will increase from 3.12 to 3.5**

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Average Student Proficiency for Middle School English is 2.87 which is lower than 3.0.

The Average Student Proficiency for Middle School Mathematics is 3.12 which is lower than 4.0.

The percentage of our current students who received Level 3 or greater in ELA: Grade 6: 47%, Grade 7: 55%, Grade 8: 27%

The percentage of our current students who received Level 3 or greater in Math: Grade 6: 69%, Grade 7: 80 %, Grade 8: 54 %

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

September- June: Daily: Content Area Teachers Infusing Problem Solving Strategies as Vocabulary building strategies, 4 step method for problem solving, graphic organizers

September- June: Data from Acuity, Performance Series, Achieve 3000 & teacher generated assessments will be used to assess student progress

September-June: Content Area Teachers utilize Gizmo, Castle learning software

September-June: Content Area Teachers use College Board Spring Board Work Text in instruction.

September –June: Bimonthly: Professional development sessions led by content area/lead teachers.

December-June: ELA and Social Studies teacher will use of Achieve 3000 on-line computer literacy program

December –June: Grade 8 Humanities teacher will implement Project-Based Learning-Social Studies lessons and Grade 6-8

Science teacher will implement Science Exit Projects

September-June: Content Area Teachers will Implement CCLS tasks

February& March: Content Area Teachers will offer Saturday Academy Session-Starting 6 weeks prior to State assessments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Workshops in literacy, math, CCLS and technology

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using Pupil Path

Student recognition and award ceremonies actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home

Provide light refreshments during parent meetings.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  x   Tax Levy      x   Title I           Title IIA           Title III      x   Grants           Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Professional Development funding will be used to pay per session such that school leaders can hold professional development sessions with teachers to evaluate and improve the best practices currently employed by the school community (2 or more times per month).

Teacher per session (2 to 3 days per week) for after school programs and Saturday Programs.

Differentiated professional development preparation time provided to Instructional Leads and AP.

Credit Recovery software and per session will be funded by Title I, TL Funding, NYSTL

Software, textbooks, consumables will be funded by NYSTL and Title I will be used for regular instruction, Saturday Academy, PM School and for Extended Day Programs.

NYSTL funding will be used to purchase laptops.

### **ANNUAL GOAL #3 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
80% of students will effectively use evidence to support arguments across subject areas and grades by April 15.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Average Student Proficiency for Middle School English is 2.87 which is lower than 3.0.

The percentage of our current students who received Level 3 or greater in ELA: Grade 6: 47%, Grade 7: 55%, Grade 8: 27%

For the Class of 2012, 87.4% passed the ELA Regents; 85% scored level 3-4, 21 % Scored level 4

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

September- June

Teachers will use CCLS units and tasks from EngageNY and from the CCLS Library

Professional development will be offered in small groups and large to support the creation of CCLS Units and Tasks

Science and Social Studies Teachers will develop CCLS tasks modeled after literacy tasks found in EngageNY and CCLS Library

Instructional Leads and Supervisors will develop two school-wide CCLS tasks that would support using evidence to support argument

Graphic organizers and leveled texts will be used to support the needs of SWD and ELLs

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Workshops in literacy, math, CCLS and technology

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using Pupil Path

Student recognition and award ceremonies actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the

school's Title I Parent

Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Professional Development funding will be used to pay per session such that school leaders can hold professional development sessions with teachers to evaluate and improve the best practices currently employed by the school community (2 or more times per month).

Teacher per session (2 to 3 days per week) for after school programs and Saturday Programs.

Differentiated professional development preparation time provided to Instructional Leads and AP.

Credit Recovery software and per session will be funded by Title I, TL Funding, NYSTL

Software, textbooks, consumables will be funded by NYSTL and Title I will be used for regular instruction, Saturday Academy, PM School and for Extended Day Programs.

NYSTL funding will be used to purchase laptops.

### **ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
80% of students will effectively use modeling, creating viable arguments and critiquing reasoning of others at each grade level (6-11) by April 15.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The Average Student Proficiency for Middle School Mathematics is 3.12 which is lower than 4.0.

The percentage of our current students who received Level 3 or greater in Math: Grade 6: 69%, Grade 7: 80 %, Grade 8: 54 %

For the Class of 2012, 86% passed the Math Regents; 82% scored level 3-4, 9 % Scored level 4

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

Math teachers will be engaged in refining curriculum maps to align to the CCLS during the months of October through June.

During December through June, Math and Art Teachers will infuse a Common Core-aligned unit of study developed from the Common Core Learning Library.

December through June, Math Teachers will infuse strategies for students with disabilities and ELLs teachers will utilize CCLS rubrics developed from the Common Core Learning Library

Acuity benchmark assessments and school-wide tasks will be used to assess progress.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress using Pupil Path

Student recognition and award ceremonies actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

**Budget and resources alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I Professional Development funding will be used to pay per session such that school leaders can hold professional development sessions with teachers to evaluate and improve the best practices currently employed by the school community (2 or more times per month).

Teacher per session (2 to 3 days per week) for after school programs and Saturday Programs.

Differentiated professional development preparation time provided to Instructional Leads and AP.

Credit Recovery software and per session will be funded by Title I, TL Funding, NYSTL

Software, textbooks, consumables will be funded by NYSTL and Title I will be used for regular instruction, Saturday Academy, PM School and for Extended Day Programs.

NYSTL funding will be used to purchase laptops.

### **ANNUAL GOAL #5 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy    \_\_\_\_\_ Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

#### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000 Mnemonic Devices: TEE-thesis, evidence, explain RADDD-Restate the question, answer, details, details, details Graphic Organizers	Small Group, whole group, pull-out, push-in	School day, PM and Saturday School
Mathematics	Mnemonic Devices: TEE-thesis, evidence, explain RADDD-Restate the question, answer, details, details, details	Small Group, whole group, pull-out, push-in, PM and Saturday School	School day, PM and Saturday School
Science	Mnemonic Devices: TEE-thesis, evidence, explain RADDD-Restate the question, answer, details, details, details	Small Group, whole group, pull-out, push-in, PM and Saturday School	School day, PM and Saturday School
Social Studies	Achieve 3000 Mnemonic Devices: TEE-thesis, evidence, explain	Small Group, whole group, pull-out, push-in, PM and Saturday School	School day, PM and Saturday School

	RADDD-Restate the question, answer, details, details, details  Achieve 300		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ERSA, Counseling	Individual, small group, Advisory sessions by Community based Organizations	In school and after school

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Professional development for newly hired teachers will be offered on the CCLS starting in October through June.  
Provide under qualified teachers Title I funding to take college credits  
Provide teachers in-house, DOE sponsored or DOE vendor approved professional development  
One-on-one PD sessions  
Demo lessons  
Minimal course load  
Dedicated classroom  
Smart Board access  
Provide connections with experienced teachers  
Provide lesson plans and unit plans to use, modify or review

**Teachers Preparatory School**  
**PARENT INVOLVEMENT POLICY**  
**School Year 2012 - 2013**

**Our Mission:**

**We are dedicated to creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning. We will prepare tomorrow's educational leaders by modeling superior instruction in our teaching and by developing social efficacy skills through meaningful interactions with positive adult role models. Through curriculum and instruction that are challenging and rigorous, we will maintain high academic standards that satisfy requirements for the regents' diploma and prepare students for higher learning. Teacher Preparatory School committed to developing and implementing a parent involvement policy that fosters a partnership between the home, school and community that is required by section 1118(a) (2) of the Elementary and Secondary Education Act (ESEA)**

**1. General Expectations**

**Teacher Preparatory School agrees to implement the following statutory requirement:**

- ☑ The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- ☑ The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118 (b) of ESEA.
- ☑ The school will incorporate this parental involvement policy into its Comprehensive Education Plan.
- ☑ In carry out the title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- ☑ The school will involve the parents of children served in Title 1, part A programs in decisions about how the 1 percent of Title 1 part A funds reserved for parental involvement is spent.
- ☑ The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - i. Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring-***
    - ☑ **That parents play an integral role in assisting their child's learning**
    - ☑ **Those parents are encouraged to be actively involved in their child's education at school.**

☒ **That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.**

☒ **The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the school.**

☒ **The Parent Coordinator and other staff will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES),**

**21**

**Academic Intervention Services (AIS), Continuing Adult Education Programs, and other childcare programs.**

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

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

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

**1. Communication between home and school is regular, two-way, and meaningful:**

Effective communication requires school-initiated contact with the parent and parent-initiated contact with the school where both parties provide vital information about a child’s strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.

**2. Responsible parenting is promoted and supported:** The family plays a primary role in a child’s education, and schools must respect and honor traditions and activities unique to a community’s cultural practices and beliefs. Parents are linked to programs and resources within the community that provide support services to families.

**3 Parents play an integral role in assisting student learning:** Educators recognize and acknowledge parents’ roles as the integral and primary facilitator of their children’s education. Research demonstrates that student achievement increases when parents are actively involved in the learning process.

**4 Schools are open and inviting to parents and families and are actively seeking parental support and assistance for school programs:** Parents are welcome in the school, and their support and assistance are sought.

Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.

**5 Parents are full partners in the decisions that affect children and families:** Parents and educators have a joint responsibility to make informed decisions related to all aspects of the education provided to Teachers' Preparatory youth. The role of parents in shared decision making should be continually evaluated, refined, and expanded.

**6 Community resources are made available to strengthen school programs, family practices, and student learning:** Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.

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

### **3. Keeping Parents In The Know & Informed:**

☑ Parents will be encouraged to attend PA/Title 1 PAC meetings that will be held at times that are convenient for parents. Our PA and Title 1 Parent Advisory Council meetings are held every 3rd Wednesday at 6:00 pm. Our Executive Board meetings are held every 2nd Tuesday at 6:00 with all executives members of the PA, Title 1 PAC and School Leadership Team. Non-voting parents are welcomed to sit-in on our School Leadership Team meetings. When necessary, translators will be available, so those parents will understand all of the proceedings at PA/ Title 1 PAC meetings.

Additional accommodations will be made for parents with disabilities so that they too can attend meetings. Through the efforts of the Parent Coordinator and Title 1 PAC Chairperson and PA President and School Leadership Team, outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities.

☑ Parents will be invited to attend our Title 1 Parent Advisory Council Annual meeting to inform them about the school's participation in Title 1, Part A program and explain the requirement and their right to be involved by the month of November each year.

☑ School publication (i.e. monthly school and parent calendars, notices, pamphlets, newsletter and letter to parents) will used to apprise parents of important upcoming events including testing dates, school events and open school.

☑ The school calendar will be disseminated each month to all students and parents, two weeks before the start of the month.

☑ Our school will make every effort to provide our families with family-specific support through ongoing workshops, seminars and/or meetings addressing interest and involvement shared through our parent involvement surveys, and overall interests of: GED, Nutrition, Computer Basic skills, ESL. etc for parents to a convenient time.

☒ At Open House, the parents of English Language Learners/Limited English Proficiency (ELL/LEP) students will receive an orientation session on state standards assessment program, school expectations and general program requirements for bilingual education and/or free standing ESL programs.

#### **4. School Visitation:**

**Parents are encouraged to visit as often as possible. Parents will have reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.**

**Parents may contact our school's parent coordinator to arrange appointment.**

**Parents can also visit our school at following conveniently scheduled meetings and events by checking with our Parent Coordinator for the dates and time.**

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

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

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

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

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

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

1. Parent Communication Skills/Conflict Resolution and Mediation

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

**6 . Project Funding:**

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

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

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

**7. Parental Involvement Activities:**

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

**In consultation with parents, the following activities will be supported by Title 1 funds during the school year: Hired consultants, childcare and Legal Interpretation translation services.**

**Professional Development, transportation, traveling and other expense related to Region Title 1 PAC out-of-town professional development conferences, as well as Office of Family Engagement Meetings Supplies, equipment, postage, refreshments, particularly when events extend through mealtimes. Educational programs for adults (adults basic education, literacy, GED, ESL and college preparation courses)**

- ☑ Programs and Strategies to encourage and support grandparents, single family household and foster parent involvement**
- ☑ Career and employment services (job fairs, skills training, job readiness programs)**
- ☑ Family management interactive services.**
- ☑ Support middle and high transition services for parents needing assistance with the High School**

**Application process and Applying to college**

*8. Responsibilities of PAC:*

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

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

***Qualifications of PAC Representatives***

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

***Election/Voting produces:***

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

- A. Elections will take place every two years in conjunction with the PA elections in the month of May.**
- B. Elections will be chaired by the nomination committee or the DPSO**
- C. The nomination committee will be formed in March.**
- D. Nominations will be accepted by ballot and/or form the floor.**
- E. A quorum of (2) two PAC representatives must be present to conduct official business of the PAC**

**F. Only the Chair or the designated representative from the school can vote in DPAC matters**

**G. Vacancies will be filled by the next highest ranking officer; once the succession has been made, the vacancy left must be filled by an election**

***Duties of PAC Officers:***

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

☑ *The Chair* shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent

Involvement Policy and School-to Parent Compact, represent at the annual conference a report of the work and activities of *Teachers Preparatory School* for the past year and sign all legal documents. The chairperson shall review DCEP/CEP submitted by the District/School. Review Title 1 funded program information and data. Serve as a representative to the District Title 1 Parental Advisory Council and share all information distributed to the DPAC members. The Chair must serve as a voice for New York City children whereby legislators and others may be aware of the concerns of responsible parents, etc. / And be an ex-office member of all committees except for nominating committee. *The Co-Chair* will have dual responsible in the absence of the chair as well as ensure that the minutes, agendas, and sign-in sheets for all committee meetings are reordered and secured within the district office.

The Co-Chair will be responsible for monitoring the PAC's budget.

☑ *The Secretary* will prepare, file and ensure that the minutes, agendas, financial forms/invoices/receipts and sign-in sheets for all committee meetings and/or events are recorder and secured within the school.

☑ *The Designee* is appointed by the Chair and shall vote in the absence of the chair.

**Record Keeping**

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

**9. Adoption:**

This school Parental Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title 1, part programs, as evidenced by Ms. Rose Laney, PA President and PAC Chairperson. This policy was adopted by ***Teachers Preparatory School*** on October 19,2012 and will be in effect for the period on one (1) year. The school will distribute this policy to all parents on participating Title 1 Part A children on October 19,2012.

***Annual Evaluation of the Parent Involvement Policy:***

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz Roberto Hernandez</b>	District <b>23</b>	Borough <b>Brooklyn</b>	School Number <b>697</b>
School Name <b>Teachers Preparatory School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Mrs Carmen Simon</b>	Assistant Principal <b>James Torta</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Olivia Fundi</b>	Guidance Counselor
Teacher/Subject Area <b>Ms Duncan</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Tracie Cooper</b>
Related Service Provider <b>type here</b>	Other
Network Leader	Other <b>type here</b>

### C. 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>554</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>1.26%</b>
------------------------------------	------------	----------------------	----------	---	--------------

## 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. To identify English Language Learners we first administer the Home Language Identification Survey (HLIS). The HLIS and the interview indicate if a language other than English is spoken in the home. If the home language is not English then we conduct an informal oral interview in English and in the native language and parent orientation. At the parent orientation, the parents view a video in his/her language which explains the process. If the student speaks a language other than English and/or speaks limited or no English then we administer the LAB-R (Language Assessment Battery-Revised). We also ensure that the identification process is completed by a licensed pedagogue and avail translation services during the process. The LAB-R results reveal whether or not the student should be classified as an ELL. It also informs us as to the level of the student's English proficiency in order to appropriately place the student and to plan instruction. Students who score beginner, intermediate or advanced are placed in our freestanding ESL program. The parent has the final say in electing the program they deem fit for their child, once the parent makes that decision, the student is placed within 10 school days as per CR part 154. Our ESL teacher (certified and undertaking a master's degree in TESOL) is responsible for conducting initial screening, administering the HLIS, and the LAB-R (where necessary) and both the formal and informal assessments. We use the annual NYSESLAT scores to evaluate whether or not our students continue to be limited English proficient. The scores classify the students according to their proficiency that is, beginner, intermediate, advanced or proficient. For students who continue to be ELLs, we use the NYSESLAT results to program/schedule classes/courses and to inform instruction. The ATS report, RLER is used to ensure that all ELLs are tested with the NYSESLAT

2. As soon as the formal interview has been done and the trained pedagogue or the ESL teacher has determined that the new student will require language services, then the parent is informed on the spot about the steps that must follow that is the LAB-R will have to be administered and that the results will determine the student's language needs and also level of proficiency. We also explain the program choices and show the orientation video. The parent is advised to select a program that they feel best fits the needs of their child. We also explain to the parents transfer option available if the program of choice is not available in the school

3. Our goal is to ensure that we give our new parents all the information they require as soon as possible because we have very limited time to place the student. If our parents want to go and think about the options available to them, we inform them that their decision is vital and we need to know within 10 days of the child registering. At the moment we only have 7 ELLs therefore we have a free standing ESL program. I also reach out to the parents through telephone calls and letters to inform them of their child's LAB-R score and remind them of their choices and the urgency in returning program selection forms. We handout entitlement letters and sent them to our parents. We also invite parents to the orientation. To keep track of parents' program choices, we keep a folder with all the forms for parental choice in the main office. The ESL coordinator also keeps a spreadsheet which is updated, whenever we have new ELLs.

4. Once the ELL has taken the LAB-R and it is scored, we send a letter to the parents informing them of the results and again the placement options, ie, TBE, Dual Language and ESL. The parent chooses a program and we place the student. We use Translation and Interpretation Unit, including document translation and interpretation services, whenever needed. Informational and question-and-answer sessions at our school are provided through a one on one or group orientations at the beginning of the year. However, we keep

our parents informed throughout the year in a number of ways, including one-on-one meetings, phone conversations and informational packets. Parent coordinators and the ESL teacher work with our school administration to coordinate school events for ELLs. Upon reviewing the Parental Survey and Program Selection forms, our parents seem to prefer ESL program rather the Dual or Bilingual programs. Therefore the program we offer, ESL freestanding, is aligned with parent requests. resources both within school and with board

5. Upon reviewing the Parents Survey and Program selection in the last four years the the trend shows that 5 out of 5 of our parents selected Free standing ESL program

6. The program model offered in our school is aligned with parental requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	---

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

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

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										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: 0

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1		1	3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	1	1	0	1	3

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

2. Staff ensures that all students receive the mandated minutes of ELA and NFL instruction per week. For beginners in ESL the ratio of NFL to English is 60:40. Native language is used a little more for delivering content. Intermediate students the ratio is 50:50 and advanced students the ratio of NFL to English is 25:75 as per the LAP guidelines. In addition, students receive additional instruction provided for academic intervention services (AIS) through the daily M\_F extended 371/2 minutes program. In addition, our beginner ELLs receive 540 minutes (9- 1 hour periods) a week of ESL instructions, intermediate ELLs receive 360 minutes (6-1 Hour period) ESL instructions and our advanced ELLs receive 180 (3-1 hour period) per week. We currently have one middle school ELLs whose proficiency level is beginner and she receives 360 minutes ESL instructions a week.

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

3. Instruction is differentiated according to the LAB-R scores/NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT. Our freestanding ESL program has ESL teachers work collaboratively with ELA teachers. We follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. We infuse ESL strategies into content instruction so that students can learn content and receive content credit while simultaneously developing English skills.

4. To ensure that our ELLs are appropriately evaluated in their home language we use the Spanish LAB-R for our Latino ELLs. We use a

## A. Programming and Scheduling Information

piece of writing for our Haitian and Arabic students. These writings are then read by our Haitian and Arabic teachers who collaborate to assess and evaluate literacy levels in native languages. Further, we also assess reading fluency in native language. Again with the collaboration of native speakers (parents and teachers). The information gathered through these evaluations enable us to determine whether or not our ELLs are SIFE students or not, which then further informs instruction.

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

Data is collected regularly and used to construct units of study that meets their needs.

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

c. For ELLs receiving services for 4 to 6 years, both the classroom teacher and the ESL teacher use scaffolding and realia. Some examples of scaffolding used include, the use of graphic organizers to organize information, chunking and modification of text and the use of visuals where possible e.g. video clip, or pictures. In addition different forms of groupings which give many opportunities for the ELLs to use language are encouraged in most lessons. With these approaches the students will: develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

d. For long-term ELLs, we plan to run summer school that ensures that ELLs maintain and improve English skills they acquired during the school year. We maintain consistency of students' programs and services because we have noted that inconsistency from year to year had a harder time acquiring English. We also explicitly teach literacy to long-term ELLs, and do not assume that such students have prior literacy instruction (either in their home language or in English), and we aim to include infuse literacy instruction across the curriculum. During the school year, academic English is emphasized with this group of ELLs because they already have full command of BICs but need to improve on the CALP in order to succeed. To this end, non-fiction content based texts, oral presentations of research and projects based learning are used in the classroom to enable the Long Terms acquire academic English. Critical thinking is emphasized while building on academic vocabulary within context.

6. Our ELLs with special needs have access to high-quality instruction designed to help them meet high expectations. Teachers employ strategies known to be effective with English learners, such as drawing on their prior knowledge; providing opportunities to review previously learned concepts and teaching them to employ those concepts; organizing themes or strands that connect the curriculum across subject areas; and providing individual guidance, assistance, and support to fill gaps in background knowledge. Strategies used for our ESL students with special educational needs include activating the schema using high interest materials and activities, ESL is intergrated with content, the use of visuals and Total Physical Response, Explicit teaching of vocabulary within content, contextualized teaching within small groups or pairs. Providing ample opportunities for students to use language. In addition activities are structured and predictable. We collaborate using these strategies to provide a learning environment that is conducive for our ESL-SWDs.

7 Our ESL-SWDs are provided with content based curriculum taught in general education classes (least restrictive). Scheduling takes account overall services the students is receiving and we ensure flexibility within the schedule. Flexibility in the schedule here means that sometimes the ESL teacher pushes into a content area class to support language and other times the student is pulled out for enrichment or pre-teaching.

**Courses Taught in Languages Other than English [i](#)**

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:			
Math:			
Science:			

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

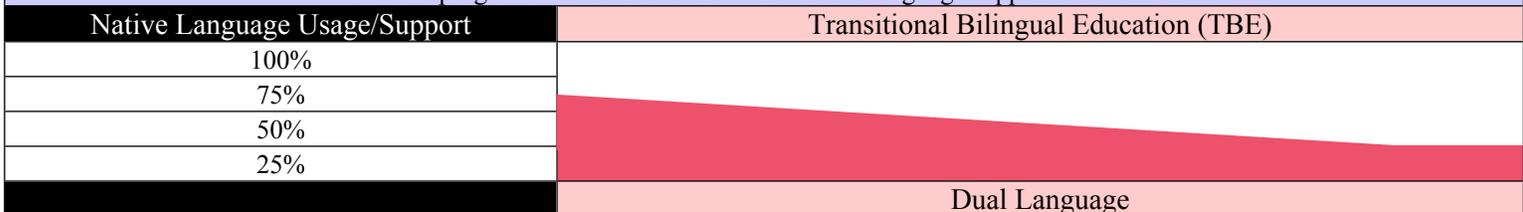
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

**Native Language Usage and Supports**

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

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

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

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

10. We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20.
11. We will not be discontinuing any programs that serve our ELLs either.
12. All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school.
13. To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. Students have access to laptops too, which they use to research in their native languages.

14. We realize the important role of the native language both as the main tool of communication for our students and the foundation of literacy for our ELLs, and therefore we endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. We also encourage parents to continue using the home language at home so our students can maintain it.

15. All services support and resources correspond to ELLs' ages and grade levels. We have grade level multiliteracies. We also have simpler reading books for our ESL students to learn the structure of the English Language.
16. Activities to assist newly enrolled ESL students before they begin school include a tour of their classrooms and included in the tour, the bathrooms, cafeteria. We aim to introduce them to their core teachers before they start school so that they are more comfortable. We also tell them of our buddy system, where they get a classmate, to look after them for a while.

17. Ells are offered Spanish, as a language elective.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
  2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1. The ESL teacher supports colleagues' needs including: finding and recommending professional development, best practices and strategies for ELLs. We will have 2 in-school professional developments discussing how class teachers can make Language accessible to ELLs, and also strategies that can and should be used in the classroom that benefit ELLs. The PD will be made available to all ELL staff, including all staff dealing with ELLs including Assistant Principal, Guidance Counselor, Parent Coordinator, Secretary needs to receive ELL training.
2. Regular ESL teacher professional development will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge. Staff development will include training for all teachers in ESL methodologies. A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.
- Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing- dependent and specific strategies which have been successful with ELLs and gain insight into the complexities and importance of cross-cultural awareness.
3. A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Majority of the teachers in our school have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher. Participant will be awarded a certificate of completion upon completion of the training series. The record of the 7.5 hours of Ell training is kept and maintained as a spreadsheet by our ESL Coordinator.

### **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. We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety. We also invite parents to visit our classrooms in organized tours and by appointment. Some parents have also made the decision to sit in some of the classes to support their children, if the children were having challenges behavioral or academic in those classes. Parents also come to our school to share their careers and life experiences with out students in certain units. This collaboration has proved a motivator for both parent participation as well as student performance.

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

We have various activities that are planned to meaningfully involve parent/community involvement through supporting and promoting communication, parental advocacy and empowerment of our families (i.e. parent orientation). We also promote parental advocacy that informs and teaches parents how to advocate for their children through a variety of workshops throughout the year. Additionally, families are assisted with parenting and childrearing skills as well as with creating home conditions that support learning. To this end parents are invited to learn about the curriculum, where the teachers also go through the state standards and assessment and also the teaching materials and sample papers. If parents feel uncomfortable helping their child with homework or other tasks in English, they are encouraged to support literacy development and other aspects of learning in the home language.

There are efforts to recruit families as volunteers and audiences. These activities empower the parents to better assist their children with the school. All these programs are linguistically appropriate and culturally relevant. We value parental involvement in decision making thus they are included in school decisions, governance and advocacy through councils and other organizations. We ensure that all parents feel involved and welcome in our schools. Materials for our ELL parents are written in the home language and there is a translator available in all activities that involve parents. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

3. We evaluate the needs of our parents through our Parent Association monthly meetings and with the collaboration of our parent coordinator. Additionally we use parent surveys, teacher surveys, interview protocols for parents and teachers. Our administration is also very attentive to the needs of the parents and operate on an open door policy, which encourages parents to discuss their needs with ease.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

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

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

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

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

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

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

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.

We use student developed portfolios and in class teacher assessments to assess early literacy. The data shows that while the students are proficient speakers, they still require academic language reinforcement. This information helps in interdisciplinary academic language development across all subjects and ensures that teachers are aware of the functional words that the ESL (LTELs) need to learn to succeed in school.

The result from the NYSESLAT show 100% improvement however, reading for LTEL with learning disabilities continues to be a challenge. Two out our 4 ELLs tested proficient in all the modalities tested.

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

The success of our program is evaluated through Data collected from the ELLs throughout the year. The data includes NYSESLAT scores, the classroom portfolio and assessments taken in the different subjects during the year. When carrying out the evaluation, we consider attendance rate, dropout rate, suspension rate, expulsion rates, participation rate in co-curricular/extracurricular activities, student attitude and interest survey results, longitudinal performance data, achievement data, special education placements and referrals. The success of our program is evaluated through Data collected from the ELLs throughout the year. The data includes NYSESLAT scores, the classroom portfolio and assessments taken in the different subjects during the year. When carrying out the evaluation, we consider attendance rate, dropout rate, suspension rate, expulsion rates, participation rate in co-curricular/extracurricular activities, student attitude and interest survey results, longitudinal performance data, achievement data, special education placements and referrals.

### **Additional Information**

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

Paste additional information here

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs Carmen Simon	Principal		1/1/01
Mr James Torta	Assistant Principal		1/1/01
Ms Tracie Cooper	Parent Coordinator		1/1/01
Ms Olivia Fundi	ESL Teacher		1/1/01
	Parent		1/1/01
Ms Duncan	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Ms Tracie Cooper	Other <u>Parent coordinator</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **23K697** School Name: **Teachers Preparatory School**

Cluster: **6** Network: **611**

**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.

Teachers Preparatory School uses the Language Preference Survey/Home Language Identification Survey to assess the oral and written language needs of our parents.

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.

Teachers Preparatory has the following number of families that require translation:  
5 Spanish, 2 Haitian Creole. Our families of Arabic descent prefer written and oral English.

## 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.

The translatio services provided by the school include purchasing dictionaries, translating documents using translation software and on staff translators during parent- teacher-student conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation occurs by using on staff translators.

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>.

Documents are translated in school using translation sofytware, DOE tranlsated documents are copied form the DOE website, in-school staff are called on to support in translation and per session is paid for after school translation services.