



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: QUEENS PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q248

PRINCIPAL: MS. TASHON HAYWOOD

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SUPERINTENDENT: MR. JUAN MENDEZ

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
Tashon Haywood	*Principal or Designee	
Stacy Palmer	*UFT Chapter Leader or Designee	
Tamara Johnson	*PA/PTA President or Designated Co-President	
Diane Richards	DC 37 Representative, if applicable	
Chris Lopez Tyasia Baugh	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gardy Alabre	Member/UFT	
Allison Beard	Member/UFT	
Claudette Davis	Member/Parent	
Neysha Diaz	Member/Parent	
Sandralyn Samms	Member/Parent	
Lenora Simmons	Member/Parent	
	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

By August 2013 there will be 15% increase in the number of students earning a college readiness score of 80 or higher on the NYS Integrated Algebra and NYS Algebra II & Trigonometry Regents examinations and a 10% increase in students earning a grade of 65 or higher on each regents examination.

Comprehensive needs assessment

Our review of our quantitative and qualitative data reveals we have achieved a minimum level of proficiency in the % of students passing the Integrated Algebra regents as compared to our peer schools and all city schools. Based on Progress Report 2011-2012 our percent of peer range for the weighted regents pass rate for mathematics was 71% and 69% for the city range. Also 63% of our students who took the Integrated Algebra Regents exam in passed. Our 2012 Regents data for Integrated Algebra exam reports 53% of students scored 65 or above while only 17% of students earned a score of 80 or higher. Our 2012 Algebra II & Trig Regents data reports 6% of students scored 65 or above but only 2% of students earned a score of 80 or higher. We are a liberal arts college preparatory school. Are goals are to have our students enter a two-year or four year college program upon graduation. Students must earn college ready scores in mathematics to qualify for competitive college programs and receive financial awards to support their attendance. In addition a thorough understanding of algebra and trigonometry are prerequisites for success in college courses and entry into career paths in technology, engineering, health sciences, computer programming and others. Achieving or surpassing this goal will directly increase the number of students accepted to competitive four year college programs. Therefore we will focus our work this year in improving our students' conceptual understanding and performance on NYS regents examinations in Integrated Algebra and Algebra II & Trigonometry.

Instructional strategies/activities

Target Population

All 9th – 11th grade students and four mathematics teachers.

Strategies/Activities

Professional Development:

- Math teachers will receive weekly professional development on constructing and tuning project-based unit plans that include college ready student outcomes and products, high cognitive demand performance based tasks and writing performance based assessments aligned to the Common Core Learning Standards (CCLS).
- Math and science teachers will engage in monthly collaborative and curriculum and unit planning throughout the academic school year.
- Students will engage in four quality project-based unit plans aligned to the Common Core Learning Standards and 21st Century Skills.
- Students will engage in at least two weekly assessments for learning activities aligned to the big ideas.
- Using Critical Friends Group (CFG), math teachers will collaboratively analyze student work and periodic assessments and develop smart goals for targeted groups of student: low –performing, middle and high – performing students.
- Math teachers will receive engage in professional development series centered on formative assessment strategies.
- Math teachers will receive professional development in developing rigorous performance-based tasks, projects and assessments with rubrics aligned to CCLS.
- The math team will engage in inquiry cycle of evaluating instruction and student assessments to implement instructional strategies to address learner-centered problems identified in their analysis of student work and periodic assessments.
- Math teachers will receive monthly professional development on writing high-cognitive demand investigative tasks to allow students to explore and apply various problem solving strategies and construct mathematical argument.
- Math teachers will receive professional development on increasing students' ownership of mathematics vocabulary and language development.
- Teachers will design a general mathematics rubric to analyze students' performance tasks and periodic assessments aligned to CCLS.

Extended Day:

All 9th grade students will receive extra instruction in STEM robotics twice a week totaling 100 minutes per week for at least 36 weeks in the school year.

9th grade students are separated into gender-based groups for extended day to remove any social barriers to achievement in mathematics.

10th and 11th grade students scheduled to take January 2013 and June 2013 regents examination in Integrated Algebra and Algebra II and Trigonometry will be mandated for tutoring twice a week totaling 100 minutes per week for at least 6 weeks prior to the regents examination.

10th -12th grade students who have demonstrated college readiness on the Integrated Algebra regents will serve as tutors and mentors for our 9th grade students and peers in other grades. Peer tutors will be trained and mentored.

Classroom Activities

Daily instruction using vocabulary strategies such as concept maps, analogies etc.

Daily problem- based investigative tasks and learning activities ranging from 10 minutes to full period (50 minutes).

Daily writing prompts asking students to use mathematical reasoning to explain their thinking and justify mathematical approaches and solutions.

Increased use of math technology to allow students to explore mathematical ideas and develop conceptual understanding.

Increased focus on mathematical modeling – Project-based learning tasks asking students to use mathematics to solve a real world problem.

Daily Implementation of regents –based questions emphasizing Part II, III and Part IV type questions.

Academic Counseling and College Readiness Culture

All 9th grade students will receive weekly academic counseling and guidance in college exploration and career planning.

All 10th and 11th grade students will receive 4 50- minute advisory sessions facilitated by the guidance counselor on the topic Graduation and Beyond:

Teacher Autonomy and Decision-Making

Four times a year teachers will analyze their periodic assessments. The first phase will involve individual as well as collaborative planning to develop their periodic assessments. Teachers are provided the QPA assessment planning tool to guide the assessment development. Teachers participate in CFG giving feedback to tweak their assessments before administering. In the second phase teachers individually analyze their students' assessments and document their insights into QPA Benchmark/Periodic Assessment Tool. Teachers organize their students into low, middle and high achievement stating common evidence, instructional strategies and learning targets for each group. In the third phase teachers meet in vertical teams to further analyze periodic assessments identifying patterns across grades and interdisciplinary subject areas. Teachers then develop instructional strategies to implement across grades within a content area and across interdisciplinary content areas where appropriate.

Strategies to increase parental involvement

Maintain a parent coordinator to serve as a liaison between the school and families.

Separate grade family orientation discussing curriculum, academic expectations and requirements for school year

Use of Echo Platform as an iZone 360 school. Echo is a blackboard platform and grade –book system to provide continuous reports on child's academic progress.

Workshops instructing parents how to use Echo to monitor their child's progress.

February parent visitation week – Invited parents to visit three morning classes followed by feedback session with principal.

Use of 37.5 minutes (approved by U.F.T.) for grade team meetings which involve parent-grade team conferences twice a month.

Monthly School Leadership Team Meetings – opportunities to understand and discuss our instructional initiatives and agenda, graduation requirements, common core learning standards and the NYS and NYC accountability system eg. progress report.

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

Instructional Supervision

Maintain assistant principal to supervise/coach math instruction.

Professional Development

Maintain assistant principal to deliver professional development to math faculty.

Use of ESI grant to hire Educators for Social Responsibility to deliver twice a month professional development for teachers and administrators in pedagogical practices to create a high performing and high achieving classrooms.

Use of iZone 360 grant to provide monthly professional development in designing and implementing quality project-based learning units in mathematics.

Instructional Services

Hire additional teacher dual certified in mathematics and special education.

Use of iZone 360 grant to infuse instructional technology into classroom instruction.

Extended Day and Academic Support

Per session funding for STEM robotics class twice a week for 100 minutes for 9th grade students.

Per session funding for mandatory tutoring for students performing below proficiency (<75) in Integrated Algebra and Algebra II & Trig.

Regents Prep Instruction

Per session funding for regents prep instruction twice a week at least 6 weeks before the exam for January 2013 and June 2013 regents exams in Integrated Algebra and Algebra II & Trig.

Per session funding for Saturday Nine to Five Regents Prep Program. Students scheduled to take a math regents examination in January or June 2013 are mandated to attend 3 consecutive weeks nine to five study session on Saturdays. Students convene in 2 hour study groups facilitated by the content area teacher.

Queens Prep PTA organization provides two meals for each of the one hour breaks. This program serves to create an academic environment where students are present to study and practice for an exam with the guidance of their teachers and peers

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

By August 2013 there will be a 10% increase in the number of students earning a college readiness score of 75 or higher on the NYS ELA Regents exam and a 15% increase in students earning a score of 65 or above.

Comprehensive needs assessment

Our review of our quantitative and qualitative data reveals we are underperforming in the % of students passing the ELA regents as compared to our peer schools and all city schools. 70% of our peer schools and 65% of all city high schools achieved a higher English weighted Regents pass rate. Based on Progress Report 2011-2012 65% of students earned a 65 or higher and 37% of students earned a 75 or higher. Last year to accelerate our students and increase our ELA Regents results we decided to supplement our students' literacy and language acquisition in 9th grade and develop a rigorous accelerated curriculum comprising of a English composition course and after-school cultural literacy course. Our data from June 2012 regents examination demonstrates for our 9th grade 72% of our 9th graders scored 65 or higher and 49% of them scored 75 or higher on the ELA Regents examination. Disaggregating our January 2012 Regents and June 2012 Regents data for ELA demonstrates that many of juniors and seniors scheduled to retake the exam after failing it and some of our 10th grade students did not receive a 65 or higher. These students primarily fall into the subgroups of school's bottom third, IEP students and males in bottom third and males with IEP's. Students will receive extra support through AIS, small group instruction, targeted Regents prep and additional emphasis in writing in non ELA course such as history, arts, music, advisory, math and science. Our goals are to have our students enter a two-year or four year college program upon graduation. Students must earn college ready scores in ELA demonstrating proficiency in writing in order to qualify for competitive college programs and receive financial awards to support their attendance in such programs. Achieving or surpassing this goal will directly increase the number of students accepted to competitive four year college programs.

Instructional strategies/activities

Target Population

All 9th – 11th grade students, ELA and Social Studies teachers, including teachers of the arts, advisors, Language teachers, IEP teachers.

Strategies/Activities

Professional Development:

- Humanities teachers will receive professional development on constructing and tuning project -based unit plans that include college ready student outcomes and products, high cognitive demand performance based tasks and writing performance based assessments aligned to the Common Core Learning Standards (CCLS).
- Humanities teachers will engage in monthly collaborative curriculum and unit planning throughout the academic school year.
- Students will engage in four quality project-based unit plans aligned to the Common Core Learning Standards and 21st Century Skills.
- Students will engage in at least two weekly assessments for learning activities aligned to the analyzing literary works (including informational texts)
- Students in targeted subgroups will receive AIS instruction using push-in and pull-out instructional models.
- Using Critical Friends Group (CFG), humanities teachers will collaboratively analyze student work and periodic assessments and develop smart goals for targeted groups of student: low –performing, middle and high – performing students.
- Humanities teachers will receive professional development in developing rigorous performance-based tasks, projects and assessments with rubrics aligned to CCLS.
- The humanities team will engage in inquiry cycle of evaluating instruction and student assessments to implement instructional strategies to address learner-centered problems identified in their analysis of student work and periodic assessments.
- Humanities teachers will receive professional development on increasing students' ownership of vocabulary and language development.

- Humanities teachers will receive professional development in creating a writers' workshop in their classroom, creating student portfolios and using the writing process to have students create multiple drafts of a writing assignment.
- Humanities teachers will design a writing rubric aligned to the CCLS to analyze students' performance tasks and periodic assessments.
- Humanities teachers will receive professional development in writing unit plans and curriculum with a social justice theme to develop students as authors moving them from personal prose, poetry and/or narratives to increasingly academic writing and development of strong thesis statements.

Extended Day:

All 9th grade students will receive extra instruction in ELA/literacy twice a week totaling 100 minutes per week for at least 36 weeks in the school year.

9th grade students are separated into gender-based groups for extended day to remove any social barriers to achievement in literacy and tackle the issue of getting black males to read.

Implementation of literature circles in extended day ELA/literacy group.

10th and 11th grade students scheduled to take January 2013 and June 2013 regents examination in ELA will be mandated for tutoring twice a week totaling 100 minutes per week for at least 6 weeks prior to the regents examination.

Classroom Activities

Daily instruction using vocabulary strategies such as concept maps, analogies etc.

Daily use of Writing To Learn Strategies

Every curriculum unit includes an extended writing assignment requiring students to develop multiple drafts incorporating use of peer –editing and teacher-student conferences.

Daily Implementation of regents –based questions and or tasks.

Teacher Autonomy and Decision-Making

Five times a year teachers will analyze their periodic assessments. The first phase will involve individual as well as collaborative planning to develop their periodic assessments. Teachers are provided the QPA assessment planning tool to guide the assessment development. Teachers participate in CFG giving feedback to tweak their assessments before administering. In the second phase teachers individually analyze their students' assessments and document their insights into QPA Benchmark/Periodic Assessment Tool. Teachers organize their students into low, middle and high achievement stating common evidence, instructional strategies and learning targets for each group. In the third phase teachers meet in vertical teams to further analyze periodic assessments identifying patterns across grades and interdisciplinary subject areas. Teachers then develop instructional strategies to implement across grades within a content area and across interdisciplinary content areas where appropriate.

Strategies to increase parental involvement

Maintain a parent coordinator to serve as a liaison between the school and families.

Separate grade family orientation discussing curriculum, academic expectations and requirements for school year

Use of Echo Platform as an iZone 360 school. Echo is a blackboard platform and grade –book system to provide continuous reports on child's academic progress.

Workshops instructing parents how to use Echo to monitor their child's progress.

February parent visitation week – Invited parents to visit three morning classes followed by feedback session with principal.

Use of 37.5 minutes (approved by U.F.T.) for grade team meetings which involve parent-grade team conferences twice a month.

Monthly School Leadership Team Meetings – opportunities to understand and discuss our instructional initiatives and agenda, graduation requirements, common core learning standards and the NYS and NYC accountability system eg. progress report.

Budget and resources alignment

- Indicate your school's Title I status: X 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**Instructional Supervision**

Maintain assistant principal to supervise/coach Humanities instruction.

Professional Development

Maintain assistant principal to deliver professional development to Humanities faculty.

Use of ESI grant to hire Educators for Social Responsibility to deliver twice a month professional development for teachers and administrators in pedagogical practices to create a high performing and high achieving classrooms.

Use of iZone 360 grant to provide monthly professional development in designing and implementing quality project-based learning units in Humanities.

Hire Teachers College consultant to provide monthly professional development and consulting in designing and implementing project-based units aligned to the Common Core Learning Standards.

Instructional Services

Hire additional certified English teacher.

Use of iZone 360 grant to infuse instructional technology into classroom instruction.

Extended Day and Academic Support

Per session funding for Cultural Literacy class twice a week for 100 minutes for 9th grade students.

Regents Prep Instruction

Per session funding for regents prep instruction twice a week at least 6 weeks before the exam for January 2013 and June 2013 ELA Regents exams.

Per session funding for Saturday Nine to Five Regents Prep Program. Students scheduled to take ELA regents examination in January or June 2013 are mandated to attend 3 consecutive weeks nine to five study session on Saturdays. Students convene in 2 hour study groups facilitated by the content area teacher. Queens Prep PTA organization provides two meals for each of the one hour breaks. This program serves to create an academic environment where students are present to study and practice for an exam with the guidance of their teachers and peers

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

There will be a 5% increase in the percentage of students in the school's lowest third in their second year and third year in 2012-13 earning 10 credits or more over the percentage of these same students who earned 10 or more credits in their first year (2011-12), as indicated on the Progress Report.

Comprehensive needs assessment

2011 -2012 progress report indicates students in the school's lowest third earning 10+ credits in the 1st year is 71.8% and students in the school's lowest third earning 10+ credits in the second year is 72%. This is approximately 15 percentage points less than the % of students earning 10+ credits in the 1st year and the 2nd year respectively. Our 9th and 10th grade students in the bottom third of our school are not performing as well as our total student population for the grade and therefore are not readily progressing toward graduation. This data also greatly impact these students' Regents results in the Regents course which they failed for the year. Given that four of the five regents exam are taken by the end of the sophomore year at Queens Prep and the regents exams are graduation requirements, targeted instructional support will be given to these students.

Instructional strategies/activities

Grade Level and Vertical (Content- Based) Inquiry Teams

Teachers will meet in grade level inquiry teams for a total of 87.5 minutes per week.

Grade level inquiry team leaders will meet once a week with assistant principal to analyze data, monitor progress and revise action steps.

Grade level inquiry teams will identify target populations and develop short term and long term S.M.A.R. T. goals.

Grade level inquiry teams will develop and implement action plans to modify instructional strategies, supplement curriculum and provide multiple entry points for our struggling learners.

Grade Advisors and teachers will conference with students communicating learning goals and targets.

Grade level inquiry teams will develop and implement academic intervention plans for struggling students and students identified "at-risk" i.e. failing two or more subject.

Advisors and teachers will use Echo an internet based grade book system to communicate with parents and families regarding students' progress.

Professional Development

School leaders will conduct whole staff data review at least three times a year analyzing performance of student sub-groups.

School leaders will engage teachers in scholarship conferences at least three times a year to analyze the performance of student sub-groups.

Academic Intervention

Students will be scheduled for additional morning small -group tutoring.

Students will receive small group and one-one tutoring during spring 2013 through co- teaching.

Teacher Autonomy & Decision Making

After careful and deliberate analysis of multiple strands of data for their target population teachers develop an instructional action plan to support students in their target population. Teachers may also decide to purchase additional resources, modify or revise their approach to AIS. Teachers continue to analyze the effectiveness of their instructional adjustments using student-based quantitative and qualitative data and thereby revise their instructional and academic intervention services to respond to the academic (and possibly social) needs of their students. Grade level inquiry team leaders share their practices of inquiry and instructional approaches during weekly inquiry team leaders meeting. Using tuning protocols in CFG groups, teachers develop focus questions to receive feedback from peers.

Strategies to increase parental involvement

Maintain a parent coordinator to serve as a liaison between the school and families.
Separate grade family orientation discussing curriculum, academic expectations and requirements for school year
Use of Echo Platform as an iZone 360 school. Echo is a blackboard platform and grade –book system to provide continuous reports on child’s academic progress.
Workshops instructing parents how to use Echo to monitor their child’s progress.
February parent visitation week – Invited parents to visit three morning classes followed by feedback session with principal.
Use of 37.5 minutes (approved by U.F.T.) for grade team meetings which involve parent-grade team conferences twice a month.
Monthly School Leadership Team Meetings – opportunities to understand and discuss our instructional initiatives and agenda, graduation requirements, common core learning standards and the NYS and NYC accountability system eg. progress report.
Academic Progress Conference with Guidance Counselor and Social Worker – regularly scheduled
Grade Team Academic Conferences with Parents

Budget and resources alignment

• Indicate your school’s Title I status: X 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

Instructional Supervision

Maintain assistant principals to coach grade team leaders.

Professional Development

Maintain assistant principal to serve as data specialist.
Use of ESI grant to hire Educators for Social Responsibility to deliver twice a month professional development for grade teams and administrators in pedagogical practices to create a high performing and high achieving classrooms.

Instructional Services

Use of iZone 360 grant to infuse instructional technology into classroom instruction.
Hire additional Math and ELA teacher to provide targeted instruction in co-teaching, push-in and pull out models.

Academic Supports

Maintain guidance counselor to provide academic counseling to students and parents and attendance counseling.
Maintain social worker to provide guidance and attendance counseling to struggling students.
Per session funding for mandatory tutoring for students performing below proficiency (<75) in Integrated Algebra and Algebra II & Trig.

Regents Prep Instruction

Per session funding for regents prep instruction twice a week at least 6 weeks before the exam for January 2013 and June 2013 regents exams in Integrated Algebra and Algebra II & Trig.
Per session funding for Saturday Nine to Five Regents Prep Program. Students scheduled to take a math regents examination in January or June 2013 are mandated to attend 3 consecutive weeks nine to five study session on Saturdays. Students convene in 2 hour study groups facilitated by the content area teacher.

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.

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:
 - 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.

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).

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	Tutoring for struggling students identified by teachers.	Small group	Service is provided before school; morning AIS.
	Regents prep instruction for 11 th and 12 th grade students who failed ELA regents exam	Tutoring	Provided during school day 3x week. Also provided after school.
	Academic conference and grade conferences as needed during each marking period.	1 student & parent per grade team conference.	Before school or during school during grade team meetings.
	Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.	One-to-one and/or small group	Provided before school and during school.
Mathematics	Tutoring for struggling students identified by teachers.	Small group	Service is provided before school; morning AIS.
	Regents prep instruction for 11 th and 12 th grade students who failed Integrated Algebra regents exam.	Tutoring	Provided after school.
	Tutoring for 9 th and 10 th grade students who are averaging	Tutoring	Provided after school.

	<p>below 75 in Integrated Algebra or Algebra II & Trig.</p> <p>Academic conference and grade conferences as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p>	<p>1 student & parent per grade team conference.</p> <p>One-to-one and/or small group</p>	<p>Before school or during school during grade team meetings.</p> <p>Provided before school and during school.</p>
Science	<p>Tutoring for struggling students identified by teachers.</p> <p>Regents prep instruction for 11th and 12th grade students who failed Living Environment Regents exam.</p> <p>Tutoring for students struggling in chemistry and physics.</p> <p>Academic conference and grade conferences as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p>	<p>Small group</p> <p>Tutoring</p> <p>Tutoring</p> <p>1 student & parent per grade team conference.</p> <p>One-to-one and/or small group</p>	<p>Service is provided before school; morning AIS.</p> <p>Provided after school.</p> <p>Provided before school and after school.</p> <p>Before school or during school during grade team meetings.</p> <p>Provided before school and during school.</p>
Social Studies	<p>Tutoring for struggling students identified by teachers.</p>	<p>Small group</p>	<p>Service is provided before school; morning AIS.</p>

	<p>Regents prep instruction for 11th and 12th grade students who failed Global History regents exam. Emphasizing Reading and Writing strategies. Reading Informational texts.</p> <p>Academic conference and grade conferences as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p>	<p>Tutoring</p> <p>1 student & parent per grade team conference.</p> <p>One-to-one and/or small group</p>	<p>Provided during the school day and after school.</p> <p>Before school or during school during grade team meetings.</p> <p>Provided before school and during school.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Academic conferences at least 4 times a year to struggling and at-risk seniors.</p> <p>Attendance conference for students and their parents with attendance rates below 70%.</p> <p>Academic conferences with struggling at-risk Juniors twice a year.</p> <p>Guidance/Academic conferences conducted for every suspension conference.</p> <p>Planning Interviews for over-age and at-risk students who are not progressing.</p>	<p>One-to- One</p> <p>One-to-One</p> <p>One-to-One</p> <p>One –to-One</p> <p>One-to-One</p>	<p>Provided during school day.</p>

	Psychologist conduct triennials and MDR's for students who have received a superintendents' suspension.	One – to SBST team	Provided during school day.
	Social worker provides regularly scheduled individual and group counseling to students with an IEP.	One-to –One and small group.	Provided during school day.
	Social worker also provides counseling for students who receive principals' suspension or superintendent suspension.	One-to One	Provided during school day.
	Social worker provides mediation and conflict resolution services for students as needed.	One –to-One and small group.	Provided during school day.

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.

Recruitment Strategies: Teachers are recruited through the NYCDOE New Teacher Finder, Open Market, and NYCDOE recruitment fairs. Teachers are taken through a four-step interview process which includes resume review by administration, phone interview by administration, in-person interview by administration, demonstration lesson and feedback from students, review of teacher artifacts and student work.

Teachers are assigned to teach in their license area. Teachers receive monthly to twice a month professional development from Teachers College, Columbia University and Educators for Social Responsibility to develop and implement unit plans and instructional strategies which are proven effective and aligned to the Common Core Learning Standards.

New teachers are mentored at least twice a week by tenured teachers (5 or more years). Teachers meet in weekly Critical Friends Group to examine student work, teachers' unit plans and curriculum and make instructional decisions to impact student performance.

Teachers attend professional development sessions outside of the school given by iZone 360 community, CFN 404, Institute for Student Achievement and professional organizations.

Teachers receive regular feedback from administration on unit plans, lesson plans, assessments and instructional practices through conferences, instructional rounds and mini-observations.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- 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;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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 opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Malika R. Bibbs/Christop Groll	District 29	Borough Queens	School Number 248
School Name Queens Preparatory Academy			

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

Principal Ms. Tashon Haywood	Assistant Principal Ms. Rhonda Jeffrey
Coach N/A	Coach N/A
ESL Teacher Ms. Rosa Hamlet	Guidance Counselor Ms. Maria Velez
Teacher/Subject Area Mr. Dawood Abdul Hameed- Eng.	Parent
Teacher/Subject Area Mr. Gardy Alabre - Math	Parent Coordinator Ms. Stephanie Smiley
Related Service Provider Ms. Stacy Palmer	Other
Network Leader Malika R. Bibbs	Other

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

D. School Demographics

Total number of students in school	458	Total Number of ELLs	21	ELLs as share of total student population (%)	4.59%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Students are interviewed by the ESL teacher, guidance counselor, and other members of staff who also speaks the same native language as the student. Home Language Identification Survey (HLIS) is then administered to the parent and child with the assistance of a staff member who also speaks the same native language. After 10 days of being admitted to the school, the LAB-R is administered by the ESL teacher. Spanish speaking students are administered the Spanish LAB, also. Languages spoken by pedagogues include French, Haitian-Creole, and Spanish. Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are first obtained by using the NYSESLAT exam history report from the RLAT ATS report. Testing will be administered according to the dates set by New York State. Letters are forwarded to Parents in English and in native language to inform parents of the date of the test administration to ensure that all students are present for the test. The ESL teacher will ensure that every student is given the information of the test. Principals and Assistant Principals will also ensure that students are encouraged to take the test. The four components of the test will be administered and guided by New York State's mandatory dates.

2. Parent/student orientation sessions are given where program placement options are presented with clarity in both home language and English. Should Transitional Bilingual Education or Dual Language programs become available at our school, we will notify parents.

3. Once Lab-R test results are received from the DOE, letters are sent via mail and back packed to parents in language available. We also follow-up via telephone calls. Letters are generated by ESL teacher and School Secretaries. These records are maintained in files by the Principal's secretary and the ESL teacher.

4. Students are programmed according the LAB-R results. The beginners are programmed for three forty-minute ESL classes with the ESL teacher. Intermediate level students will be programmed for two periods of ESL instruction with ESL teacher. Advanced level would be programmed for one period class with an ESL teacher, and one period class of English with an ELA teacher. Mandated time is allotted for students. Placement and entitlement letters are distributed to students and parents in English and in native language. Records are maintained by the ESL teacher and by Principal's Secretary.

5. Parent Survey and Program Selection forms reveal that parents requested free standing ESL at this choice of preference. We will inform parents when Transitional Bilingual Education or Dual Language programs become available at our school, however, we will remind them that ESL is still what is offered. The parents of the 10 students who are currently enrolled in our ESL program have not expressed a desire to change their choice of program.

6. We discuss the three choices of programs with parents: Transitional Bilingual Education, Dual Language, and ESL Freestanding. Parents are allowed to choose a program for their child. Based on the parent's choice, we confirm that our school only offers ESL Freestanding. If parents do not prefer ESL Free-standing for their child, we inform them of other schools that offer the other two programs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
Self-Contained										6	5	4	6	21
Push-In														0
Total	0	0	0	0	0	0	0	0	0	6	5	4	6	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	1
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	4

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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

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	9	0	0	7	0	0	4	0	1	20
Total	9	0	0	7	0	0	4	0	1	20

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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										3	2	1	2	8
Chinese										0	1	0	0	1
Russian														0
Bengali														0
Urdu														0
Arabic										0				0
Haitian										1	1	3	2	7
French										1	1	0	1	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													2	2
TOTAL	0	5	5	4	7	21								

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. Instruction is delivered using Self-contained model and homogenous grouping.
2. Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advance level has 1 ESL class and 1 ELA Class dialy every week.
3. Content areas deliver instruction following the Standards for ELL, ELA and the Standards for the specific content areas. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, proactice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards. Leveled reading materials will be selective to help the students to bridge the gap in their education.
4. By evalating foreign transcripts. By administering the LAB-R, and by utilizing Teachers with the same native language for translation services.
5. Depends on the ability of the group; according to their levels of performance, SIFE students will attend one-on-one tutoring. Materials will be selected to help the students to bridge the gap in their education.
LEP students who have not met performace standard in writing
 - a. Writing workshops
 - b. St. John's Liberty Partnerships college bound program on Saturdays in writing
 - c. Writing assignments to react to newspaper articles
6. Instruction on dgrade level materials teachers use that both provide academic content areas and accelerate English Language development include: jigsaw reading techniques, Round robin; Think-Pair-Share, double-entry journals; differentiated instruction; scaffolding
7. Circular, instructional, and scheduling flexibility to meet the needs of ELL-SWDs within the least restrictive environment includes weekday after-school programs and Saturday programs including the Liberty Partnerships college bound program at St. John's University on Saturdays.

Courses Taught in Languages Other than English

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
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language 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%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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. Targeted intervention programs for ELLs in ELA, math and other content areas include after-school programs, small groups according to individual weaknesses. ELLs meet with content area teachers for individual tutoring: ELA, Math, Social Studies, and Science teachers. Students are selected based on their progress and report card data.
9. ELL teacher will frequently consult with content area teachers to determine progress and weakness in each area. ESL teachers will also meet with the students for encouragement and help as necessary. ELL students who reach proficiency level will also be given time and a half for all exams as current ELL students. They will also be accommodated in the same room to allow for the time and a half as current ELL students.
10. Planning to offer Saturday classes
11. None
12. ELL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ELL students are exposed to school-wide advertisements for all programs. ELL students are encouraged to participate in all school activities. Funding sources for extra-curricular school activities include school per-session budget for all staff members. The Liberty Partnerships program at St. John's University is a Saturday program that is free to students, but is state funded. All after-school activities such as clubs, tutoring, sports begin at 3:15 pm until 5:00 pm.
13. Audio book program entitled "Read 180" is used to assist students in their developing reading skills. This is very suitable for subgroups since students can work in small groups assisted by the use of the audio system. Works of literature are reinforced with the use of video produced materials such as "A Miracle Worker", and "A Raisin in the Sun" in text and video. Teachers of content area use SMART boards, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ELL students.
14. The native language support is given through the buddy system where all senior ELL students assist incoming ELL students. Encouragement is also given to the ELL students by staff members who are native language speakers in other content areas. The TBE and Dual Language programs are not currently offered at this time.
15. ELL students are placed in grade levels based on the number of credits earned. Grade and age levels are determined as per the evaluation of foreign transcripts. Required services, support, and resources will be identified as per the needs of each individual ELL student. If necessary, students will be directed to the resource center and other one-on-one tutoring.
16. Activities for new incoming students include orientation where students will receive information in native language such as important areas in the school building, club where students can be assigned to a buddy, and peer tutoring using native language as well as English
17. Spanish

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for ELLs and ELLs in each grade?
2. How much of the instructional day are ELLs 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)?

N/A

D. Professional Development and Support for School Staff

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

1. Professional development plan for all ELL personnel at the school includes Q-Tel sessions with licensed ESI teacher and other invited professional in that field. During the Spring 2012 school semester there will be 3 Professional Development sessions for all personnel who work with ELL students. All school personnel are mandated to attend Professional Development sessions.

2. The yearly "RLAT" ATS report is explained to all staff during professional development to explain when the students move from one level to another. This includes the number of mandated minutes required at each level. It will also advise the ELA teacher who will be instructing the advanced ELL students so that they can have a better understanding for the need to differentiate instruction in ELA classes.

3. 7.5 hours of ELL training will be apart of the Professional Development sessions for all personnel who work with ELL students. Staff will be encouraged to enroll in webinars and other ELL workshops. They will be reminded that they need 7.5 hours and documentation of attendance will be recorded by the Assistant Principal of Curriculum and Instruction.

E. Parental Involvement

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

1. Parents are involved in Saturday workshops where they are given information as to the New York City Secondary Education policies for attendance, graduation, and discipline. Parents are also invited to participate in festive after-school activities by providing donations of food, and beverages. Letters of invitations to after-school activities are provided in English and in native languages.

2. Our Children's First Network 404 (CFN 404) provides workshops and services to ELL parents. Our school collaborates with the CFN to communicate and provide information to parents in English and in native languages regarding dates for workshops and services.

3. Evaluation of the needs of parents are done during Parent-Teacher conferences, PTA meeting, and continuous outreach during the school year. Parent Coordinators service as liasion between parents and the school. Parent Coordinators roles include telephone calls and outreach Translation services are utilized when necessary.

4. Parental involvement activities include Saturday workshops, Parent-Teacher conferences, and PTA meeting. Workshops include sessions regarding acclimating parents to the United States education system, graduation requirements, school rules and discipline policies, and hands-on information about how to access student information via online systems.

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
													L

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										0	0	0	0	0
Intermediate(I)										5	2	1	2	10
Advanced (A)										3	3	2	3	11
Total	0	0	0	0	0	0	0	0	0	8	5	3	5	21

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

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	
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	13		3	
Integrated Algebra	9		1	
Geometry	2		1	
Algebra 2/Trigonometry	0	0		
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	13		8	
Physics				
Global History and Geography	9		4	
US History and Government	5		2	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Paste response to questions 1-6 here

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: <u>Queens Preparatory Academy</u>		School DBN: <u>29Q248</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Tashon Haywood	Principal		1/17/13
Ms. Rhonda Jeffrey	Assistant Principal		1/17/13
Ms. Stephanie Smiley	Parent Coordinator		1/17/13
Ms. Rosa Hamlet	ESL Teacher		1/17/13
	Parent		1/1/01
Ms. Jewel Robinson	Teacher/Subject Area		1/17/13
Mr. Gardy Alabre	Teacher/Subject Area		1/17/13

School Name: Queens Preparatory Academy

School DBN: 29Q248

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Coach		1/1/01
Ms. Maria Velez	Guidance Counselor		1/17/13
Ms. Malika R. Bibbs	Network Leader		1/17/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: **29Q248** School Name: **Queens Preparatory Academy**

Cluster: **4** Network: **404**

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.

Data as retrieved from Home Language Survey completed at time of registration based on interviewing committee (Guidance Counselor, ELL Teacher, Bilingual Para). This determines the different languages in which to provide information to the 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.

Major findings reveal that the parents of our ELL's first language is Haitian Creole, French, Spanish, therefore, information to parents is sent home in the first language and English. Findings were reported to school community at team and senate meetings by the ELL teacher

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Written translation services will be provided by in-house school staff. Information is translated according to home language. French, Haitian Creole and Spanish on one side, on the other side is English. The ELL teacher is the translation services. Co-ordinator who assigns information to be translated and mailed to parents in a timely fashion

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.

Information relating to ELL testing: Lab-R; NYSESLAT results of the tests classes and entitlement. Parents workshop in school: -school regulations; guidelines for success of students, PTA meetings; Parent-Teacher conferences; In-house activities, regents exam notification, graduation, translation by in-house staff.

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>.