



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: TEACHERS PREPARATORY SCHOOL

DBN (i.e. 01M001): 23K697

Principal: CARMEN SIMON

Principal Email: CSIMON6@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: ROBERTO HERNANDEZ

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Carmen Simon	*Principal or Designee	
Dawnia Harry	*UFT Chapter Leader or Designee	
Rose Laney	*PA/PTA President or Designated Co-President	
Marion Dewberry	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Marie Clarke	Member/ Parent	
Elizabeth Alexander	Member/ Parent	
Claire Spann	Member/ Parent	
Tynisa Washington	Member/ Parent	
Howard Lanney	Member/ UFT	
Royce Denis	Member/ UFT	
Lizetta Alexander	Member/ Student	
Emerline Daniel	Member/ Student	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Scheduling of Teacher Time to Support Instruction

By June 2014, 90% of teachers will write 4 to 6 CCLS differentiated curriculum/ unit plans

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.

According to the NYC Progress Report, on the average 61% of our students are earning 10 credits or better during their first 3 years of high school. The median growth percentile in middle school ELA is 53.0 and 61.0 in mathematics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Meet in discipline teams during extended day, faculty conferences and on data day (Every 3rd Monday) as required to discuss, plan, devise and write strategies into curriculum for targeted/identified students
2. Collaborate to consistently evaluate and revise as needed, CCLS unit plans during 6 identified curriculum writing days
3. Meet weekly to analyze student work and other data sources using specified protocols to track the progress of identified students.
4. Teachers will participate in weekly team planning meetings that focus on the implementation of the CCLS by collaboratively looking at student work to guide the design and editing of formative and summative assessment tools while constantly reviewing curriculum maps for gaps.
5. Participate in weekly collaborative grade meetings (across disciplines) to discuss/share student quantitative and qualitative data to plan for next steps.
- 6.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principals
3. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 1 unit will be submitted at or near the end of each marking period starting in October
2. 4 to 6 unit plans completed by each teacher by or near the end of June
3. Weekly Agenda Reports will be used to memorialize feedback given to colleagues in an effort to improve curriculum/unit writing and implementation

D. Timeline for implementation and completion including start and end dates

1. Teachers will receive 6 dates during the school day (25 minutes plus Faculty Conference time-45 min) to write curriculum as a result of our school requesting and receiving an SBO. We will have 2 dates in October, 1 in November, 1 in January, 1 in February and 1 date in March.
2. Grade Level Teachers will meet 3 times per week, Monday, Wednesday and Friday starting in September 2013 until June 2014
3. Department Teams will meet once per week for 50 minutes starting in September 2013 until June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will use data from NYC performance Pre-Assessments, Achieve 3000, Scantron Performance Series Assessments, Code X & MP3 Unit assessments to inform

- our creation of unit plans and curriculum.
- 2. We will use Unit Plans from EngageNY to support of creating curriculum/unit plan writing
- 3. MOSL, Core Curriculum Support, Citywide Instructional Expectations funding will be used to support this effort.

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).

Strategies used to increase parent involvement are:

- a. Curriculum Night
- b. Parent/Student Calendar
- c. Teachers Preparatory School Website
- d. On-line Progress Report using Engradepro.com
- e. College and Career Night
- f. Parent Open House
- g. Transcript Night
- h. Science Night
- i. End of Semester Award Ceremony scheduled during the weekend or after school hours
- J. Knowledge College: Purpose is to share current instructional strategies with parents in an effort to improve student outcome

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	x	Grants
List any additional fund sources your school is using to support the instructional goal below.								

Goal and Action Plan #2

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

Annual Goal #2

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

Use of Data

By June 2014, 80% of students will improve by 1 Level as compared to benchmarks assessments in their ability to write evidence based responses in English, Social Studies, Science and grade specific standards in math

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.

According to our 2012-13 Progress Report, our school achieved a Median Adjusted Growth Percentile of 53.0 in ELA in our Middle School. In our peer group the average growth was 62.8 and the best growth was 74.8.
The average passing grade in the ELA Regents at our school was 69%. Only, 35 % of our graduating seniors achieved the College Ready Threshold for this Exam

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

To utilize more consistent use of classroom data in order to differentiate goal setting for all students, in order to ultimately improve student progress in all

subject areas:

1. Teacher teams will meet weekly to analyze and discuss student data and create fluid groups
2. Teachers will work with skill specific groups based on their teaching strength during identified professional periods
3. Inquiry Team will meet weekly to analyze and discuss data of identified students as well as develop teaching strategies.
4. Teachers will submit weekly data sheets of tracked student progress.
5. Teachers will assist in the creation of a menu of intervention services (small groups, Saturday Academy, Study Hall, Extended Day, mentoring clubs) that will address the needs of the identified students.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principals
3. Teachers
4. Teachers will utilize a common rubric that measures 7 traits to evaluate student progress

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. In 6 week cycles, teachers will employ agreed upon strategies to improve students' abilities to write evidence based responses
2. Every 4 to 6 weeks teachers analyze progress and reevaluate strategies employed
3. Teachers will maintain data spreadsheets and binder will be maintained to track and monitor student progress
4. Binders will be evaluated in by Administration in December, February and

D. Timeline for implementation and completion including start and end dates

1. September –October; Assess and grade diagnostics
2. November –December: Analyze and employment of rubric based strategies
3. January –February:: Collect data and adjust strategies
4. March-April: Evaluate progress
5. April –May: NYS assessment employed
6. June; Re-evaluate strategies

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will use NYC Performance Pre-Assessment Rubrics as a guide to assess students' abilities to write effectively

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).

Strategies used to increase parent involvement are:

- a. Curriculum Night
- b. Parent/Student Calendar
- c. Teachers Preparatory School Website
- d. On-line Progress Report using Engrade.pro.com
- e. College and Career Night
- f. Parent Open House
- g. Transcript Night
- h. Science Night
- i. End of Semester Award Ceremony scheduled during the weekend or after school hours
- J. Knowledge College: Purpose is to share current instructional strategies with parents in an effort to improve student outcome

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

Professional Development

By May 2014, 80% of teachers will enhance their practice in Domain 1 of the Daniels Framework for effective Teaching from their benchmark observation by at least 1 level

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.

According the NYC 2012-13 Progress Report, 62.5% Pct. of Students Earned 10+ Credits in their 1st Year. In our peer group the average accumulation was 74.6% and the best accumulation was 94.1%
33.3% Pct. of Students in our School's Lowest Third Earned 10+ Credits in their 1st Year. In our peer group the average accumulation was 57.4% and the best accumulation was 85.4%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

To continue to deepen and broaden work around the Common Core Learning Standards (CCLS) and Danielson Teacher Framework by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations (CIE):

A lead instructional school based CCLS planning team will be identified to support and plan the implementation of the citywide instructional expectations.

The lead instructional team will participate in a Professional Learning Community Experiences (PLCs) will be led by a The Leadership Project, ELI, CFN 611 and Instructional Leads.

- The lead instructional team will be supported through professional development activities which include conferences, site visits, coaching etc.
- A school based professional development plan will be created and implemented to deliver the information secured by the above activities to the entire school instructional staff
- The PLCs will focus on embedding formative and summative assessment within common core aligned instructional units and study the resultant student work to determine the strength of using the literacy design and math design collaborative frameworks for aligning teaching tasks to assessment tasks.
- PLCs will focus on embedding school-wide strategies using Universal Design of Learning (UDL), Depth of Knowledge, and CCLS rubric-based

instruction.

- Teachers will engage in job-embedded professional learning activities, as described in the school's professional development plan, to secure the implementation of pedagogical practices that focus on the following instructional shifts:
 - In math; require fluency, application, and conceptual understanding
 - In literacy, social studies and science; require students to ground reading, writing, and discussion in evidence from text. As well, build a solid foundation of text dependent questioning strategies to support deeper inquiry into content
- Teachers will develop a shared understanding of the CCLS and the expectations of college and career readiness by immersing in rigorous, ongoing professional development.

1.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principals
3. Teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Utilize excel file to track progress every month

D. Timeline for implementation and completion including start and end dates

1. September: Identify Instructional Leads & create professional development schedule
2. October: Schedule and implement Initial Planning Conferences and Implement PD schedule
3. November: Observation process begins. All teachers observed at least 1 time. Evaluation of Instructional Needs based on Observations.
4. December: Implement PD geared to support most salient instructional needs
5. January-May: Continue to employ individualized or small group PD based on observation outcomes
- 6.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Administrators will provide teachers will timely written feedback within 10 to 15 days of observations.
2. Administrators will organize small group professional development sessions for teachers within a month of their most recent observation.

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).

Strategies used to increase parent involvement are:

- a. Curriculum Night
- b. Parent/Student Calendar
- c. Teachers Preparatory School Website
- d. On-line Progress Report using Engrade.com
- e. College and Career Night
- f. Parent Open House
- g. Transcript Night
- h. Science Night
- i. End of Semester Award Ceremony scheduled during the weekend or after school hours
- J. Knowledge College: Purpose is to share current instructional strategies with parents in an effort to improve student outcome

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding

subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Wilson Reading Achieve 3000 SETSS	Small Group	School Day
Mathematics	Run Moby SETSS	Small Group	School Day
Science	Castle Learning Spiraled Learning	Small Group	School Day
Social Studies	Spiraled Instruction	Small Group	Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Small Group	School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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 Fairs Open House Demo lessons Teachers assigned according to their strengths Professional Development has been provided by Executive Leadership Institute, College Board, Urban Advantage and other organizations including CFN 611 and the NYC DOE

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional Development has been provided by Executive Leadership Institute, College Board, Urban Advantage and other organizations including CFN 611 and the NYC DOE

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The Funding for Students in Temporary Housing has been used to purchase clothing and other resources for student in temporary housing.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers were informed of the options for assessment. Teachers leaders attended professional development to learn about and then turnkey options. Teachers, UFT representatives and CSA shared options at round table discussions before options were entered. Teachers had options to change their mind.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Teachers Preparatory School

PARENT INVOLVEMENT POLICY

School Year 2013 – 2014

Our Mission:

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

General Expectations

Teacher Preparatory School agrees to implement the following statutory requirement:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary

Education Act (ESEA) Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118 (b) of the ESEA, and includes, as a component, a school parent compact consistent with section 1118 (b) of ESEA.

The school will incorporate this parental involvement policy into its Comprehensive Education Plan.

In carry out the title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children including providing information and school reports required under section 1111 of the

ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

The school will involve the parents of children served in Title 1, part A programs in decisions about how the 1 percent of Title 1 part A funds reserved for parental involvement is spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning

Those parents are encouraged to be actively involved in their child's education at school.

That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA. The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the school. The Parent Coordinator and other staff will help parents gain access to support services by other agencies, such as health care, Supplemental Educational Services (SES), Academic Intervention Services (AIS), Continuing Adult Education Programs, and other childcare programs.

Parent Involvement: "Empowering parents to participate in their children's education.

The New York City Board of Education recognizes that parental involvement is the key to academic achievement. The term *parent* refers to any caregiver who assumes responsibility for nurturing and caring for children, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc. Studies demonstrate that when

parents are involved in their children's education, the attitudes, behaviors, and achievement of students are positively enhanced.

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

- **Communication between home and school is regular, two-way, and meaningful:**
Effective communication requires school-initiated contact with the parent and parent initiated contact with the school where both parties provide vital information about a child's strengths, challenges, and accomplishments. To effectively communicate, both parties must be aware of issues such as cultural diversity and language differences and appropriate steps must be taken to allow clear communication for all participants.
- **Responsible parenting is promoted and supported:** The family plays a primary role in a child's education, and schools must respect and honor traditions and activities unique to a community's cultural practices and beliefs. Parents are linked to programs and resources within the community that provide support services to families.
- **Parents play an integral role in assisting student learning:** Educators recognize and acknowledge parents' roles as the integral and primary facilitator of their children's education. Research demonstrates that student achievement increases when parents are actively involved in the learning process.
- **Schools are open and inviting to parents and families and are actively seeking parental support and assistance for school programs:** Parents are welcome in the school, and their support and assistance are sought.
Capitalizing on the expertise and skills of the parents strengthens the family, school and community partnership.
- **Parents are full partners in the decisions that affect children and families:** Parents and educators have a joint responsibility to make informed decisions related to all aspects of the education provided to Teachers' Preparatory youth. The role of parents in shared decision making should be continually evaluated, refined, and expanded.
- **Community resources are made available to strengthen school programs, family practices, and student learning:**
Schools and parents will cultivate relationships with additional members of the community in order to promote and effectively increase educational opportunities for children. Together, parents, educators and community members will join efforts toward identifying and promoting community resources and innovative programs for strengthening schools, families, and student learning.
- ***Teachers Preparatory School provides all students with equal access to quality education as a primary goal. It is vital that all partners (parents, educators, communities, etc.) have the opportunity to provide input and offer resources to meet this goal. These partnerships are mutually beneficial. Developing cooperative efforts and linking access to resources will ensure improved academic achievement for all students, as well as quality schools.***
- **Keeping Parents In The Know & Informed:**
Parents will be encouraged to attend PA/Title 1 PAC meetings that will be held at times are held the last Wednesday at 6:00 pm. Our Executive Board meetings are held every 2nd Tuesday at 6:00 with all executives members of the PA, Title 1 PAC and School Leadership Team. Non-voting parents are welcomed to sit-in on our School Leadership Team meetings.

When necessary, translators will be available, so those parents will understand all of the proceedings at PA/Title 1 PAC meetings. Additional accommodations will be made for parents with disabilities so that they too can attend meetings. Through the efforts of the Parent Coordinator and Title 1 PAC Chairperson and PA President and School Leadership Team, outreach will be made to parents of students in temporary housing (STH) so that these families will be involved in all parent/school activities. Parents will be invited to attend our Title 1 Parent Advisory Council Annual meeting to inform them about the school's participation in Title 1, Part A program and explain the requirement and their right to be involved by the month of November each year.

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

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

School Visitation:

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

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

Description of How School Will Implement Required Parental Involvement Policy

Components

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

Teachers Preparatory School policy for parental involvement with respect to Title 1 funding.

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

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

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

1. Parent Communication Skills/Conflict Resolution and Mediation
2. ARIS Parent Link & Basic Computer and Adult Literacy Parent Workshops
3. Curriculum Planning and Achievement Seminars
4. Parent Support Group Monthly Workshops-(Grandparents, Single Family, Foster Parents, Fathers, Initiative and Students With Disabilities)
5. Financial Aid/ Scholarship- "Preparing My Child for College" (Middle and High School)
6. Health and Nutrition-It's a Family Affair
7. Technical Assistance Training (PTA/Title 1 PAC and SLT Parent Leaders)
8. Understanding the Curriculum – Middle/High School (by grades and subject content)

With the guidance and support of the school, the family members will assist their children with homework and other school related. Our school will encourage parents to attend workshops, events and activities coordinated by our Parent Coordinator. The workshops will provide helpful information on learning activities parents can provide at home with their child.

Project Funding:

The focus of expenditures for Title 1 parent involvement funds is on building the capacity of parents of Title 1 participating children to be able to join in an effective partnership with schools to support high student achievement. Expenditures should be planned in accordance with goals, objective, and activities detailed in district of schools

Comprehensive Education Plan (CEP). Parents of Title 1 participating children must be consulted regarding title 1 expenditures. Such consultation must take place before any expenditure is made, be ongoing, and continue throughout fiscal year. Expenditures should be reasonable and be made in accordance with New York City Department of Education policies and procedures as detailed in the department's *Standard Operating Procures Manual*.

Teachers Preparatory School will set-aside a minimum of 1% of the project fund for usage of parent involvement activities and outreach, Title 1 parent involvement funds may be combined with other parental involvement funding received for ESEA.

Title 1 PAC representatives will prepare the budget proposal for usage of such funds in consultation with the Principal, Parent Coordinator, PA and SLT for the best involvement and outreach of parents in the school community.

Teachers Preparatory School will set-side \$50.00 to be used at the district level to support district-wide parent involvement events and activities.

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

Parental Involvement Activities:

Each Title 1 school within each district will set aside no less than the mandatory 1% of Title 1 program funds for parental involvement activities. Schools must submit a projected Title 1 parent involvement budget proposal that clearly delineate how funds will support the parent involvement activities in the school. In consultation with parents, the following activities will be supported by Title 1 funds during the school year: Hired consultants, childcare and Legal Interpretation translation services.

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

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

Responsibilities of PAC:

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

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

Qualifications of PAC Representatives

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

Election/Voting produces:

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

- A. Elections will take place every two years in conjunction with the PA elections in the month of May.
- B. Elections will be chaired by the nomination committee or the DPSO
- C. The nomination committee will be formed in March.
- D. Nominations will be accepted by ballot and/or form the floor.
- E. A quorum of (2) two PAC representatives must be present to conduct official business of the PAC
- F. Only the Chair or the designated representative from the school can vote in DPAC matters
- G. Vacancies will be filled by the next highest ranking officer; once the succession has been made, the vacancy left must be filled by an election

Duties of PAC Officers:

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

The Chair shall preside at all meetings, in service parent workshops, call special meetings, appoint chairpersons of all standing and special committees with the exception of nominating committee, guide the activities and business of the PAC, annually review, evaluate and uphold the District's and School's Parent Involvement Policy and School-to-Parent Compact, represent at the annual conference a report of the work and activities of *Teachers*

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

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

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

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

Record Keeping

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

Adoption:

This school Parental Involvement Policy has been developed jointly with and agreed on with, parents of children participating in Title 1, part programs, as evidenced by Ms. Rose

Laney, PA President and PAC Chairperson. This policy was adopted by *Teachers*

Preparatory School on October 28, 2013 and will be in effect for the period on one

(1) year. The school will distribute this policy to all parents on participating Title 1 Part A children on October 28, 2013.

Annual Evaluation of the Parent Involvement Policy:

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

Parent Involvement Policy (PIP) Template

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 23	Borough Brooklyn	School Number 697
School Name Teachers Preparatory High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Carmen Simon	Assistant Principal Ms Felina Backer
Coach type here	Coach type here
ESL Teacher Ms Fundi	Guidance Counselor Ms Wilson
Teacher/Subject Area Ms Mckoy	Parent type here
Teacher/Subject Area Ms Duncan	Parent Coordinator Ms. Cooper
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	461	Total number of ELLs	10	ELLs as share of total student population (%)	2.17%
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Part II: 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										4	2	1		7
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	4	2	1	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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 SWD. ①

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	1	0	2			1			6
Total	3	1	0	2	0	0	1	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)									1	3	1	1		6

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

As we are working with high school students we do not have a tool that we use to determine literacy, however for the new arrivals to the state, we use the Lab-R scores to determine their level of literacy and use that data to inform instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There are no real correlations between proficiency levels and grades according to our data on both the NYSESLAT and Lab-R because some students in the 9th grade have higher proficiency levels than those in the higher grades. According to our data, the correlations in proficiency can be found in the number of years that the student has been in a school in the US (barring for students with special educational needs).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The RNMR modality analysis report is not available for the 2013 Spring NYSESLAT.

Instructional decisions are very influenced by patterns identified across the NYSESLAT modalities data. Knowing that reading and writing are the areas of highest needs, we therefore focus on differentiated instruction infusing scaffolds in activities to provide students with multiple entry points into the curriculum. In reading we use ESL reading smart, which enables access to all proficiencies after a baseline assessment that assesses their lexile levels. Literacy with an emphasis on guided reading to help the ELL students increase their reading levels and reading comprehension skills.

NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient.

- Speaking and listening scores are reflective of the current level of the students and tend to be higher than the reading and writing scores.
- Reading and Writing scores show the least amount of improvement for our students opportunities for active meaningful engagement.
- Utilization of extended day to meet students' movement towards proficient scores on state exit exams.
- Additional professional development support for our sole ESL teacher.

All activities and additional support offered to our ELL population is focused on their acquisition of academic vocabulary, proficiency in the L2 and academic progress.

Implications for LAP in All Content Areas

In order to assist our students in both academic achievement and assessments, there are a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based Instructional Strategies
- Analyze ELL data to become well-informed about the performance of each ELL and to make sound educational decisions.
- Provide opportunities for students to be involved in purposeful conversations using inquiry skills explored in school-wide PD.
- Provide opportunities for staff to follow correlations between teaching reading comprehension skills and comprehension improvement with the ELL population.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction.
- Encourage teachers to participate on professional development opportunities outside of the school focusing in instructional strategies for ELLs outside of the school.
- Implement a print rich environment, use of ESL dictionaries and glossaries in the ELA classrooms.

4. For each program, answer the following:

- a. 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?

4a. The trends show that in the first couple of years beginner ELLs, with a solid academic background in their L1, perform better in assessments in their L1. This seems to change in our school perhaps because we do have a bilingual program therefore there is minimal support of the home language or perhaps because the students' start activating the L2 far more than the L1 in academic settings. After the second year most ELLs opt to take the exams in English even though they have both access to both exams.

4b. Presently we give ELLs periodic assessments and the Performance Series Computer Adaptive Assessments twice a year. These assessments allow us to measure student growth and inform our curriculum modifications to meet the academic needs of our students. Performance data for ELLs is regularly reviewed by content teachers and our ESL teacher. Across content-areas, students use bilingual dictionaries and glossaries. Teachers scaffold lessons to make content accessible to English language

4c. The data shows that reading comprehension in the ELLs population of students in the country for 2 years or less is lower than compared to their counterparts. However, ELL students with more than 3 years in the country perform at par with their peers.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The students' second language is our target language, and key to the students' academic success here in NYC. So across curriculum, we have language objectives to ensure that the student is explicitly learning new academic words. In addition, students are provided opportunities to use their L1 in content areas because studies have shown that as target language develops students are able to transfer acquired knowledge. Work is differentiated to facilitate different entry points as students are usually at different levels of second language development. Students are given glossaries for all content areas and taught how to use them. Laptops are also available to our learners so that they can have easy access to interpretation. In considering instruction for ELLs, we realize that content needs to be delivered slowly and in multiple ways using realia and visuals wherever possible.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our ELL program by analyzing the number of students who gain proficiency per the NYSESLAT each year and how ELLs fare in their ESL classes and mainstream classes. In addition we analyze small growths in each modality.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. To identify English Language Learners we first administer the Home Language Identification Survey (HLIS). This is carried out by our ESL certified teacher. The HLIS and the interview indicate if a language other than English is spoken in the home. If the home language is not English then the ESL teacher conducts an informal oral interview in English and in the native language (sometimes with the assistance of an interpreter. If the student speaks a language other than English and/or speaks limited or no English then we administer the LAB-R (Language Assessment Battery-Revised). The LAB-R results reveal to us whether or not the student should be classified as an ELL. It also informs us as to the level of the student's English proficiency in order to

appropriately place the student and to plan instruction. Students who score beginner, intermediate or advanced are placed in our freestanding ESL program. Students, whose first language is Spanish, and must take the Spanish Lab, if their LAB-R score is below the cut off. Once we have the LAB-R results, the parent is contacted and informed of the student's score and invited for the orientation. At the orientation, the parent is shown the video in his/her language and also given the choice letter, to select the preferred program for the child. The parent has the final say in electing the program they deem fit for their child, once the parent makes that decision, the student is placed within 10 school days as per CR part 154. Our ESL teacher (fully certified as an ESL teacher by New York State) is responsible for conducting initial screening, administering the HLIS, and the LAB-R (where necessary) and both the formal and informal assessments. We use the annual NYSESLAT scores to evaluate whether or not our students continue to be limited English proficient. The scores classify the students according to their proficiency that is, beginner, and intermediate, advanced or proficient. For students who continue to be ELLs, we use the NYSESLAT results to program/schedule classes/courses and to inform instruction. The ATS report, RLER is used to ensure that all ELLs are tested with the 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.
Once the student's Lab-R results reveal that the student is an ELL, the ESL teacher contacts the parent and invites the parent to an orientation. Our time scale is within 10 days of the registration of the student. A letter is also sent home both by post and through the student, in the home language, informing the parents of the program choices available – and requesting them to select a program as soon as possible. When the parents come for the orientation, they are given leaflets in their home language giving them information about their rights as parents of ELLs and also what is available in NY state for the ELLs. They also watch the video in their language, select the program and leave a signed selection sheet with the ESL teacher. The video clearly explains the 3 programs available for ESL students in the state of New York. The ESL teacher carries out this process with the assistance of the parent coordinator. Our ESL teacher - Ms Fundi is fully certified ESL teacher.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Our goal is to ensure that we give our new parents all the information they require as soon as possible because we have very limited time to place the student. If our parents want to go and think about the options available to them, we inform them that their decision is vital and we need to know within 10 days of the child registering. At the moment we only have 7 ELLs therefore we have a free standing ESL program. I also reach out to the parents through telephone calls and letters to inform them of their child's LAB-R score and remind them of their choices and the urgency in returning program selection forms. We handout entitlement letters and sent them to our parents. We also invite parents to the orientation. To keep track of parents' program choices, we keep a folder with all the forms for parental choice in the main office. The ESL coordinator also keeps a spreadsheet which is updated, whenever we have new ELLs.
4. 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.
Once the ELL has taken the LAB-R and it is scored, we send a letter to the parents informing them of the results and again the placement options, ie, bilingual, ESL. These letters are posted to our students home, and our students also get a copy. Because of the time constraints a follow up phone call is made to the parents to explain the importance of responding with their program choice. As soon as the parent returns the letter, Our ESL teacher and our programer enter the details in the ELPC. The continued placement letter are sent out in September, on the 1st day that the students return to school, with a copy of their NYSESLAT results. The ESL teacher also keeps a spreadsheet with this information. The parents also get the opportunity to view the video.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
First letters are sent home informing the parents of the scheduling of the NYSESLAT exam. A list of all eligible students is run on the ATS - RLER. We also use RLAB, RLAT to ensure that our current list is up to date.
Then the training of all the teachers who participate in the proctoring, administering and grading the NYSESLAT. The teachers administering the speaking part of the exam are given a work shop using the exam manuals and DVDs provided. The speaking exam is administered first as it is delivered first. Two teachers administer this test. One asks the questions and the other notes down the score. The students are given the time they need although while planning for the exam we estimate 15 minutes for each student.

The reading exam is usually the second one to be administered. Two teachers proctor the exam. All exam accommodations for special education students are considered in all the four exams. The listening exams are administered after the reading exam. One teacher administers the exam as we use a CD player. Finally we administer the writing exam. Two teachers are present during this exam. All the exams are administered in our school library, which is big and airy and comfortable as well as a very quiet space. Students who are absent during any of the tests are given the opportunity to take the test before the deadlines. So our testing coordinator calls home to inform the parents.

6. 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.) 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.  Over the past several years, we have had an increase in ELLs new admits from different countries. The majority of parents have chosen a bi-lingual program. As such the trend is a preference for a bilingual education, where the students learn content in both their L1 the target language. At the moment we have free-standing ESL because we do not have enough ELLs with same L1.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 1. a. We have a free standing ESL class and in addition the ESL teacher pushes into some classes with our ELLs with special educational needs.
 - b. The program model is heterogeneous, student have different proficiency levels and are also in different grades.
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)?

Our program is Free standing ESL therefore our students receive ESL hours according to their proficiency levels.

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 foster language development and meet the demands of the Common Core Learning Standards.

Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. In addition, wherever possible, materials and text in theThe focus in these classes is to develop academic reading, writing, listening and speaking skills as our school goal is evidence based writing. Our ESL teacher uses a wide variety of authentic materials in English to develop English language skills. Our ESL teacher regularly confers with content-area teachers to align course materials with content classes. All course curriculum is aligned with New York State Standards. As a whole, our staff is modifying curriculum to reflect the Common Core State Standards and this is also reflected in ESL curriculum. L1 are provided to students in the content areas. Students are also availed laptops to enable them easy access to interpretation.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

To ensure that our ELLs are appropriately evaluated in their home language we use the Spanish LAB-R for our Latino ELLS. We use a piece of writing for our Haitian and Arabic students. These writings are then read by our Haitian and Arabic teachers who collaborate to assess and evaluate literacy levels in native languages. Further, we also assess reading fluency in native language. Again with the collaboration of native speakers (parents and teachers). The information gathered through these evaluations enable us to determine weather or not our ELLs are SIFE students or not, which then further informs instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that our ELLs are appropriately evaluated in their home language we use the Spanish LAB-R for our Latino ELLS. We use a piece of writing for our Haitian and Arabic students. These writings are then read by our Haitian and Arabic teachers who collaborate to assess and evaluate literacy levels in native languages. Further, we also assess reading fluency in native language. Again with the collaboration of native speakers (parents and teachers). The information gathered through these evaluations enable us to determine weather or not our ELLs are SIFE students or not, which then further informs instruction. Other formativeassessments include teacher made assessments where our teacher uses the NYSESLATE Exa as a template.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

b. Based on the results of their LAB-R/NTSESLAT assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In

addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

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

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

e. For ELLs continue to receive academic support for ESL teacher for at least 2 years. This takes the form of extended day assistance, collaboration with content teachers to continue differentiating instructions for these students and a continuation of academic vocabulary development plan. If the student is struggling in a certain content area, push in and tutoring is considered immediately.

Our ESL students receive all mandated testing accommodations. In all exams and tests they receive time and a half, a content glossary and a bilingual dictionary. We endeavor to translate all tests where possible and also utilize interpretation services to assist our students. Our students also take their exams in separate location, and where an article is to be read, the ESL students get a third reading.

7. 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?

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our ESL-SWDs are provided with content based curriculum taught in general education classes (least ristrictive). Scheduling takes account overall services the students is receiving and we ensure flexibility wthin the schedule. Flexibility in the schedule here means that sometimes the ESL teacher pushes into a content area class to support language and other times the student is pulled out for enrichment or pre-teaching. ELL_SWDs are placed in our ICT program depending on their academic and behavioral plan. Our goal is to ensure that they continue to thrive in the least restrictive environment.

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	45 minutes per day	45 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.

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
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

9. 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.

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

1. We ensure that our ELLs receive early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills this intervention is done by the ESL teacher.
 2. We make sure that all our classes increase opportunities for ELLs to develop functional vocabulary, in ELA students do a variety of scaffolded activities to aid the acquisition of academic vocabulary using graphic organizers.
 3. We equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts through scaffolding and differentiation of instructions.
 4. We intervene to promote ELLs' reading fluency focus on vocabulary development and increased exposure to print.
 5. We promote independent reading that is both purposeful and structured and good reader-text match therefore in social studies and science, the teachers chunk text, and use questions to guide reading. For intermediate and beginner students we cloze text and hands on experiments are done with the students. Including as many visuals as possible to enhance comprehension.
 6. ELLs receive early, explicit, and intensive instruction and intervention in basic mathematics concepts and skill the content teacher incorporates home language worksheets with English worksheets to aid comprehension.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Once our ELLs reach proficiency on the NYSESLAT, we ensure a smooth transition for former limited English proficient students transferring from the ESL program to the English mainstream program. To this end, the student is provided with Instructional Support

Services such as Academic Intervention Services (AIS), content area support, ESL instruction where necessary, and regular consultation between the ESL teacher and mainstream teachers. We also continue to communicate with parents to ensure that the parents are well informed of their child's progress. These transitional services are provided for the first two years after the student is placed in the English mainstream instructional program. Teachers with ELLs are aware that they have ELLs and modify their instruction to accommodate the needs of our ELLs. Assessments are differentiated taking into the account the English proficiency of our ELLs. In content interpreters are made available to assist our students wherever possible. Assessments in the content area are given in both the L1 and L2 wherever possible. Data is collected twice within the unit and adjustments are made according to the data.

11. What new programs or improvements will be considered for the upcoming school year?

We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20.

12. What programs/services for ELLs will be discontinued and why?

We will not be discontinuing any programs that serve our ELLs either.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school. Presently all the ELLs are mandated to stay for extended day. Saturday academy and PM school are also offered in our school and ELLs are given priority to enlist given their needs. We also have an early morning tutoring program which affords our ELLs with opportunities for further intervention.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. Students have access to laptops too, which they use to research in their native languages.

In the content areas student have access to laptops which provide them with access to interpreting for themselves easily. Teachers also use the smartboard frequently to show visuals which aid learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All services support and resources correspond to ELLs' ages and grade levels. We have grade level multiliteracies. We also have simpler reading books for our ESL students to learn the structure of the English Language.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Activities to assist newly enrolled ESL students before they begin school include a tour of their classrooms and included in the tour, the bathrooms, cafeteria. We aim to introduce them to their core teachers before they start school so that they are more comfortable. We also tell them of our buddy system, where they get a classmate, to look after them for a while.

18. What language electives are offered to ELLs?

Spanish

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. We are planning ongoing school-wide professional development for all teachers on incorporating ESL strategies to make content comprehensible for ESL and struggling readers and writers. Our ESL teacher and select content-area teachers will attend Q-TEL trainings. Many of the outside PDs are organized by CFN 611. In house we dedicate 1 professional development for each semester, unless teachers make special requests. Our ESL teacher also liaises with content area teachers, to discuss ways in which they can make their content area more accessible to ELLs. Our current focus is evidence based writing, a requisite of the Common Core Learning Standards. Our teachers in content have had in house professional development to enable them to participate in a dialogue on how to ensure that ELLs are getting appropriate scaffolds.

2. We hold a school-wide orientation for all entering students in the beginning of the year. Freshman teachers regularly meet to discuss student progress and develop specific lessons designed to facilitate a student's adjustment to high school. These professional developments act as platforms for exchanging best practices, where teachers are armed with strategies to scaffold learning for ELLs.

3. All staff will receive the mandated 7.5 hours of ELL training throughout the school year through targeted professional development on addressing the needs of ELLs in content classes.

4. Our records are maintained by the ESL teacher and the Parent coordinator. We have a filing system where the returned letters are held, and records of P/Ds or meetings pertaining to developing staff in matters of ESL are kept. We also have a living spreadsheet which is updated whenever new information is received.

D. Parental Involvement

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

We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety. We also invite parents to visit our classrooms in organized tours and by appointment. Some parents have also made the decision to sit in some of the classes to support their children, if the children were having challenges behavioral or academic in those classes. Parents also come to our school to share their careers and life experiences without students in certain units. This collaboration has proved a motivator for both parent participation as well as student performance.

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

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

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

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

Our school does not partner with other agencies to provide workshops for our parents.

E. 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.

Part VI: LAP Assurances

School Name: Teachers Preparatory School

School DBN: 23K697

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Carmen Simon	Principal		11/14/13
Ms. Felina Backer	Assistant Principal		11/14/13
Ms. Cooper	Parent Coordinator		11/14/13
Ms. Fundi	ESL Teacher		11/14/13
	Parent		11/14/13
Ms. McKoy	Teacher/Subject Area		11/14/13
Ms Duncan	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Ms. Wilson	Guidance Counselor		11/14/13
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **CFN611**

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.

Using the Home Language Identification Survey, and the ELL Parent Orientation we may determine the translation services needed to meet our students' needs. In addition to using staff members to serve as interpreters, we will use Translation Services through the DOE to contact parents. We will use DOE-approved vendors to translate important documents and notices to inform parents of important school events.

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.

Our school must translate documents and parent notices into Spanish, Haitian Creole and Arabic. The Parent Coordinator and ESL teacher will use DOE-approved vendors, such as Lingualinx.com, to translate documents electronically. We also need to provide interpreters for parent meetings with our ELL Counselor and for Open House and Parent Teacher meetings. For these meetings, staff members will serve as interpreters, or we may use Translation Services.

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 through Lingualinx.com, a DOE-approved vendor. Parents will receive documents during Parent Orientation, and will be provided translated versions of all school-wide initiatives. These documents will be translated electronically through DOE-approved vendors, such as Lingualinx.com, and distributed through the Parent Coordinator's office

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

Oral interpretations for parent meetings (Parent Teacher Conferences, College Fair, Parent Orientation, and Parent Teacher Association meetings) will be provided through staff members, parent volunteers or DOE translation services.

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>.

Parents are notified of the Bill of Rights and interpretation services in Parent Orientation and when visiting the Parent Coordinator's office. The Parent Coordinator has copies of these documents in all languages, as well as an accessible method of determining the native language of the parents of ELLs. These documents are also available in our ELL Counselor's office.