



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: QUEENS PREPARATORY ACADEMY

DBN (i.e. 01M001): 29Q248

Principal: TASHON HAYWOOD

Principal Email: THAYWOO2@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: MALIKA BIBBS

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
Tashon Haywood	*Principal or Designee	
Stacy Palmer	*UFT Chapter Leader or Designee	
Aineese Desir	*PA/PTA President or Designated Co-President	
Diane Richardsl	DC 37 Representative, if applicable	
Shannon Blackwood, Anthony White	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Allison Beard	Member/ Teacher	
Gardy Alabre	Member/ Teacherl	
Brooke Davis	Member/ Parentl	
Sandralyn Samms	Member/ Parent	
Dina Calhoun	Member/ Parent	
Valerie Goffe	Member/ Parent	
	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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

By June 2014, all teachers will receive a minimum of four observations accompanied by actionable feedback and next steps based on Danielson's Framework for Teaching. This will be reflected in 60% of teachers receiving effective or highly effective ratings in two of the three Danielson's Components 2b Establishing a Culture of Learning, 3b Questioning and Discussion and 3c Engaging Students in Learning.

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.

Our 2013 Progress Report and 2013 End of the Year Regents results indicate a significant decline in our students' Regents exam results across all content areas. Our instructional focus this year is to intellectually engage students through high cognitive demand tasks and student discussion. Also, the majority of teachers identified these components as professional goals for this year.

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. Use the Danielson Framework to identify patterns, trends, and gaps in components 2b, 3b and 3c in informal and formal observations. Principal and Assistant Principals will utilize the data collected from these observations to design a professional development program to address these needs.
2. School instructional leaders collaborate with a coach from Educators for Social Responsibility (ESR) to conduct instructional rounds every 6 weeks on ESR's identified core instructional practices for high achieving and high performing classrooms (these practices are mapped to Danielson's Framework). Teachers will attend professional development workshops led by the ESR coach. Workshops will focus on research based strategies for establishing a culture of learning, questioning and discussion and engaging students in learning.
3. Teachers will receive a written feedback report including next steps after each instructional round.
4. Monthly interdisciplinary professional development meeting facilitated by Teachers College coaches focused on designing and implementing rigorous tasks aligned to CCLS and instructional strategies to foster student centered discussion and engagement.
5. Monthly coaching with Teachers College instructional coaches for selected teachers.
6. Assistant Principals and Principal will conduct formal and informal observations of practice and meet with teachers for coaching and feedback sessions on a frequent basis.
7. Teachers will meet in vertical teams to look at performance tasks and student work and make instructional and curricular adjustments that reflect high expectations of cognitive rigor and student engagement.

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

1. Principal, Assistant Principals, all teachers. Tax Levy and Title I SWP funds used to fund assistant principals.
2. Principal, Assistant Principals, ESR coach, all teachers. ESI grant used to hire coach.
3. Assistant Principals, Principal, all teachers.
4. Principal, Assistant Principals, 2 Teachers College instructional coaches all teachers. Tax Levy Funds used to hire coaches.
5. Principal, Assistant Principals, 2 Teachers College Instructional Coaches, selected teachers. Tax Levy funds used to hire coaches.
6. Principal, Assistant Principals, all teachers. Tax Levy and Title I SWP used to fund assistant principals.
7. Assistant Principals, vertical team teacher leaders, teachers.

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

1. On-going monitoring of specified components of each teacher based on classroom assessments. This includes an initial planning conference where teachers established goals, a mid-year assessment conference with teachers to review Advance ratings, and an end of year conference to review final ratings for the year.
2. Data report analysis for each instructional round. Monitoring of Feedback Classroom visits and student work products.
3. On-going monitoring of instructional round feedback during post-observation conferences and/or observation reports for informal and formal observations. On-going monitoring of progress and growth in instructional round data.
4. By March 31, 2014, 45% of teachers will earn effective and/or highly effective ratings on two of the three components 2b, 3b and 3c in informal and formal evaluation reports.

5. Agendas, notes, and student work from vertical team meetings.
6. By February 7, 2014 administrative team will review qualitative data report of Danielson's components for each teacher and revise individual teacher plan and targeted coaching sessions.
7. By Mid- March 2014 teacher teams will participate in a mid – year review of performance tasks.

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

1. September 2013 – May 2014
2. September 2013 – April 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. October 2013- May 2014
6. September 2013- June 2014
7. October 2013- June 2014

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

1. Cabinet meetings 3x week, monthly network meetings for principals and assistant principals, morning meetings to discuss QPA Core Instructional Practice of the Week. Tax levy Fair Student funding and Title I SWP allocated to staff two assistant principals to conduct observations and provide individualized support to teachers.
2. Expanded Success Initiative Grant monies will be utilized to hire ESR coach.
3. Principal, Assistant Principals and ESR coach will collaboratively review findings from each instructional round. Data will be shared with teachers during morning meetings, vertical team meetings, professional gatherings and individual feedback sessions. Teachers develop goals based on data from first instructional round, progress monitored through informal/formal observations and subsequent instructional rounds.
4. Tax Levy Fair Student Funding to release teachers to complete group peer-based inter-visitations.
5. Vertical Teams meet weekly by content area during common meeting time. Assistant Principals and teacher team leaders co-facilitate the vertical team meetings.
6. Cabinet Meetings used to review Cumulative MOTP ratings- monthly. Mid –Year qualitative review of teacher practice.
7. Weekly Vertical Team Meetings facilitated by Assistant Principal and teacher leader.

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).

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

Principal newsletter promoting Instructional philosophy & framework and expectations for students and staff, sharing data goals and progress.

Monthly School Leadership Team Meetings – opportunities to understand and discuss our instructional initiatives.

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	X	Grants
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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.

By June 2014, through the implementation of clear instructional focus and ongoing professional development teachers will improve their practice resulting in a 5% increase in the number of students earning 10 or more credits in grades 9, 10 and 11. And a 5% increase in the % of students in the school's lowest third earning 10 or more credits in grades 9, 10 and 11.

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.

2013 Progress Report results indicate we are under 75th percentile marks as compared to city schools for the percentage of students earning 10 or more credits in their 2nd and 3rd year of high school and under 70th percentile mark for percentage of students in the schools' lowest third earning 10 or more credits in grades 10 and 11 (58.7%). Our 10th and 11th grade students in the bottom third of our school are not performing as well as our total student population for the grade and therefore are not readily progressing toward graduation. This data also greatly impact these students' Regents results in the Regents course which they failed for the year.

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. Teachers will meet in grade level inquiry teams. Grade level inquiry teams will identify target populations and develop short term and long term S.M.A.R. T. goals. Grade level inquiry teams will develop and implement action plans to modify instructional strategies, supplement curriculum and provide multiple entry points for our struggling learners.
2. Grade level inquiry team leaders will meet twice a month with assistant principal develop capacity to facilitate grade inquiry teams to analyze data, monitor progress and revise action steps.
3. Monthly student support meetings with Assistant Principal and IEP teachers to design/plan instructional strategies to provide our struggling learners entry points and instructional supports to access Common core aligned Project-Based Learning Units and Performance tasks.
4. Principal and Assistant Principals will conduct individual data chats conferences with teachers to discuss sub-group student data, feedback to teacher practice and instructional strategies to impact student learning and achievement.
5. Advisors will teach the principles and strategies of Efficacy from the Efficacy Institute to all students.
6. Content area teachers will engage students in classroom based data chats after scoring benchmark Efficacy assessments. Students will participate in the Efficacy Institute's Self-Directed Improvement System and give themselves feedback and design strategies to improve their learning.
7. Principal and Assistant principals will conduct scholarship conferences with individual teachers to discuss sub-group data and strategies for improvement.

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

1. Teachers, guidance counselor, Assistant Principals, IEP teachers –additional IEP teacher hired with CTT funds.
2. Assistant Principal, teacher leaders.
3. Principal, Assistant Principal, 3 IEP teachers. IEP teachers funded with CTT funds.
4. Principal, Assistant Principal, teachers.
5. All Teachers, Efficacy Advisory curriculum, Advisory class meets 3x week, Principal, Assistant Principal, professional gathering sessions for teacher professional development.
6. All teachers, Principal, Assistant Principals, Professional Gathering Sessions for teacher professional development.
7. Principal, Assistant Principal, teachers.

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

1. School leaders will conduct whole staff data review at least three times a year analyzing performance of student sub-groups; October 2013, January 2014 and April 2014.
2. School leaders will observe inquiry grade teams and give feedback to grade team leaders on a regular basis.
3. School leaders and teachers will monitor % change in class average, % growth for each student on successive Efficacy interim assessments.
4. School Leaders will monitor grade scholarship for each marking period posting and sharing data with students, parents and teachers during Student Town Halls, PTA/SLT meetings and teacher professional gathering.
5. School leaders will monitor individual teachers' data on Efficacy interim assessments especially for identified sub-groups as school's bottom third. By January 2014 the bottom third sub-group for each grade % passing each core content area should be a minimum of 65%; by March 2014 – 70%; by May 2014 – 75%.
6. Principal and Assistant Principals will conduct individual teacher scholarship conferences at least three times a year to analyze the performance of student sub-groups including schools' bottom third. School leaders will monitor and post Cumulative Efficacy Interim Assessment given three times a year, December 2013, March 2014 and May 2014.
7. School leaders will monitor scholarship data for each marking period, set and make transparent goals for school community. Principal will publicly share goals with student body, teachers and parents.

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

1. September 2013 – April 2014
2. October 2013 – May 2014
3. September 2013 – May 2014
4. September 2013 – February 2014
5. November 2013 - June 2014
6. December 2013 - June 2014
7. September 2013 – June 2014

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

1. Data specialist will provide data to grade team leaders; inquiry grade teams will meet at least 140 minutes per month.
2. Grade team leaders will be released twice a month for leadership meeting with Assistant Principal. Tax Levy funds used to release teachers.
3. Teachers will prepare data reports and data analysis after administering Efficacy Interim Assessments every 3 weeks using the Apperson machine and software. Teachers will meet with Principal or Assistant Principal for data chat. Teachers will be provided intensive professional development from Assistant Principals and Principal in designing assessments, creating and analyzing reports from September 2013 – November 2013.
4. Teachers will receive Efficacy Advisory curriculum to deliver to advisory classes 3x week. Teachers will receive Efficacy professional development and training from Principal and Assistant Principal throughout the year.
5. Students will self-assess their progress toward learning outcomes after every Efficacy interim assessment using the Self-Directed Improvement System. Content area teachers will devote instructional time for students to self –assess and develop strategies to reach proficiency in the learning outcomes for the course.
6. Use of Data specialist, faculty conferences and professional gathering sessions for whole staff review of data and discussion. School leaders will conduct individual data chats with teachers including review of scholarship data emphasizing student subgroups.
7. School leaders will facilitate student town hall meetings during advisory and SLT meetings to communicate data to students and parents.

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).

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

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

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

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

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

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

Academic Progress Conference with Guidance Counselor – regularly scheduled

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 #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.

Teachers and teacher teams will regularly engage in analyzing key artifacts such as assessment data reports, data analysis and student work to make adjustments in their teaching practice resulting in 10% increase in students earning a 65 or higher on the Integrated Algebra Regents, Geometry Regents, Algebra II and Trig Regents, Living Environment Regents, Chemistry Regents, Physics Regents, ELA regents, U.S. History Regents and Global Regents and a 10% increase in students earning 75 or higher on the ELA regents and 10% increase in students earning 80% or higher on the Integrated Algebra Regents and the Algebra II and Trig Regents.

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.

Our 2013 Progress Report indicates we were below the 50th percentile as compared to our peer schools and city school for the weighted Regents pass rate for ELA, Mathematics, Science, Global Studies, and U.S. History. This data represents a significant decline as compared to previous years. Although we performed well in credit accumulation for each grade in the previous year due to our successful Project-Based Learning Approach, passing state regents exams is a critical measure of progress toward meeting high school graduation requirements.

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. Assistant Principals and teacher team leaders will facilitate collaborative team data chats to provide feedback to teacher practice and instructional strategies to address student learning gaps.
2. Principal and Assistant Principals will conduct individual teacher data chats to provide feedback to teacher practice and instructional strategies to address student learning gaps.
3. Teachers will design, implement and analyze Efficacy Interim assessments every three weeks using the Efficacy Institute method of Self –Directed Improvement System (SDIS) to track and impact students' progress toward mastery of Common core aligned learning outcomes.
4. Principal, Assistant Principal and ESR coach will conduct instructional rounds approximately every 4-6 weeks to collect and provide data and feedback on effective formative assessment practices.
5. Principal, Assistant Principal will design and facilitate professional development workshops, implement QPA core instructional practice of the week and provide regular feedback through informal/formal observations on effective formative assessment strategies. Teachers will share effective formative assessment practices.
6. Assistant Principals and teacher team leaders will facilitate twice a month vertical team meetings to examine rigor of performance tasks/assessments and student work produced. Teachers will analyze and collaboratively address the gap between student performance/understanding and the CCLS addressed in the task/assessment.

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

1. Assistant Principals, teacher team leaders, teachers
2. Principal, Assistant Principals, teacher
3. Teachers and teacher leaders
4. Principal, Assistant Principals , ESR coach, teachers
5. Principal, Assistant Principals, teachers
6. Assistant Principals, teacher team leaders, teachers

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

1. Review of teacher lesson plans to identify revised instructional strategies. Regular classroom environment walkthrough to observe evidence of adjusted instructional strategies and approaches.
2. School leaders and teachers will monitor % change in class average, % growth for each student on successive Efficacy interim assessments. School leaders will monitor individual teachers' data on Efficacy interim assessments for class and sub-groups including the school's top third.
3. School leaders will monitor and post Cumulative Efficacy Interim Assessment given three times a year, December 2013, March 2014 and May 2014.
4. School leaders will monitor instructional rounds data and teachers ratings on component 3e, using Assessment in Instruction . By May 2014 at least 50% of teachers will be effective in component 3e.

5. School leaders will monitor instructional rounds data and teachers ratings on component 3e, using Assessment in Instruction . By May 2014 at least 50% of teachers will be effective in component 3e.
6. Assistant principals will monitor implementation of adjusted instructional strategies using informal/formal and feedback observations. Assistant Principals will monitor and provide regular feedback on PBL projects, performance tasks and assessments. Using DOK analysis tool, assistant principals and principal will monitor rigor of performance tasks, PBL projects and assessments.

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

1. September 2013 – May 2014
2. September 2013 - May 2014
3. September 2013 -June 2014
4. November 2013- May 2014
5. November 2013-June 2014
6. October 2013-June 2014

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

1. Use Tax Levy Maintain 2nd assistant principal to deliver professional development to Humanities faculty. Use SWP funds to fund assistant principal. Use of Tax Levy funds to purchase Apperson, data reporting and analysis software. Interdisciplinary teams will meet to conduct team data chats at least once a month during teacher professional gathering.
2. Principal and Assistant Principals will meet with teachers after each Efficacy interim assessment, approximately every 3 weeks. Teachers will receive feedback reports outlining feedback to teacher practice and next steps for instructional strategies.
3. Professional development workshops facilitated by Principal and Assistant principal on the Efficacy Institute Package: 3 M's, Mission. Mindset and Method and using the Self- Directed Improvement System (SDIS) to analyze student learning gaps and teacher practice.
4. Schedule Instructional Rounds with ESR coach and cabinet every 4-6 weeks. Debrief and analyze observation data and plan subsequent professional development goals/workshops for faculty and grade level teams with ESR coach.
5. Based on instructional rounds data deliver feedback reports to each teacher and identify QPA core instructional practice of the week to discuss and model during morning meeting and professional gatherings.
6. Vertical Team meetings using CFG tuning protocol to examine teacher performance tasks and student generated work to identify and analyze gaps in CCLS and student learning needs. Teachers will collaboratively develop instructional approaches to address identified gaps and make adjustments in their lesson/unit plans and design of performance tasks.

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).

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

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

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

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

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

Principal newsletter promoting Efficacy principles, sharing data goals and progress.

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

Budget and 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	X	Grants
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
B. Key personnel and other resources used to implement each strategy/activity
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
D. Timeline for implementation and completion including start and end dates
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

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
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	<p>Tutoring for struggling students identified by teachers.</p> <p>Academic Conferences with guidance counselor, teachers and parents as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p> <p>Regularly scheduled Re-teaching instructional blocks after administering Cumulative Efficacy Assessments.</p> <p>Seniors who need to recover ELA credits are programmed for on-line credits.</p> <p>Seniors who failed ELA regents are programmed for a Senior Seminar ELA course (although they may have 8 credits in ELA) with emphasis on writing.</p>	<p>Small Group</p> <p>1 student & parent per grade team/ guidance counselor conference.</p> <p>One-to-One and/or small group</p> <p>Whole class instruction; differentiated groups based on data analysis.</p> <p>Whole Group facilitated by teacher.</p> <p>Whole Class instruction.</p>	<p>Service is provided before school, morning AIS, Monday through Thursday.</p> <p>Before School and /or during grade team meetings.</p> <p>Provided before school and during school.</p> <p>During the school day. Three times a year for a total of 3 weeks.</p> <p>Students meet three times a week.</p> <p>During the regular day.</p>

<p>Mathematics</p>	<p>Tutoring for struggling students identified by teachers.</p> <p>Academic Conferences with guidance counselor, teachers and parents as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p> <p>Regularly scheduled Re-teaching instructional blocks after administering Cumulative Efficacy Assessments.</p> <p>Seniors who are not meeting Math Regents requirement for graduation are programmed for a Senior College Math course (although they may have 6 credits in mathematics) with thinking and solving problems algebraically.</p> <p>9th graders receive extended day math course, mathematical modeling focused on CCLS and rigorous algebraic problem solving.</p> <p>After-school tutoring for Algebra II and Trig students, Pre-Calculus & Trig and Calculus students.</p>	<p>Small Group</p> <p>1 students & parent per grade team/ guidance counselor conference.</p> <p>One-to-One and/or small group</p> <p>Whole class instruction; differentiated groups based on data analysis.</p> <p>Whole Class instruction.</p> <p>Whole Class Instruction; gender – based grouping.</p> <p>Small to Whole Group Instruction.</p>	<p>Service is provided before school, morning AIS, Monday through Thursday.</p> <p>Before School and /or during grade team meetings.</p> <p>Provided before school and during school.</p> <p>During the school day. Three times a year for a total of 3 weeks.</p> <p>.</p> <p>During the regular day.</p> <p>Twice a week totaling 3hrs per week.</p> <p>Once per week.</p>

	<p>Additional instructional period for all 10th graders taking geometry. Geometry instructional approach and content integrates algebra to prepare students to retake Algebra I regents in June to pass or earn a college readiness score.</p>	<p>Whole Class instruction</p>	<p>During the day. 300 minutes of instruction per week.</p>
<p>Science</p>	<p>Tutoring for struggling students identified by teachers.</p> <p>Academic Conferences with guidance counselor, teachers and</p>	<p>Small Group</p> <p>1 students & parent per grade team/</p>	<p>Service is provided before school, morning AIS, Monday through Thursday.</p> <p>Before School and /or during grade</p>

	<p>parents as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p> <p>Regularly scheduled Re-teaching instructional blocks after administering Cumulative Efficacy Assessments.</p> <p>After school science tutoring and make-up lab sessions.</p> <p>Science labs are embedded in the science course.</p> <p>Seniors who did not pass the Living Environment Regents Regents are programmed for a Regents Earth Science class.</p> <p>Sophomores who did not pass Living Environment Regents are programmed for Research Bio-Chemistry course, a bridge to chemistry and deeper exploration into Biology to prepare students to retake and pass Living Environment Regents exam.</p>	<p>guidance counselor conference.</p> <p>One-to-One and/or small group</p> <p>Whole class instruction; differentiated groups based on data analysis.</p> <p>Small group tutoring</p> <p>Whole Class instruction</p> <p>Whole Class Instruction</p> <p>Whole Class Instruction</p>	<p>team meetings.</p> <p>Provided before school and during school.</p> <p>During the school day. Three times a year for a total of 3 weeks.</p> <p>Students meet once a week.</p> <p>During the regular day.</p> <p>Meets 5 days a week.</p> <p>Meets 5 days a week.</p>
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<p>Social Studies</p>	<p>Tutoring for struggling students identified by teachers.</p> <p>Academic Conferences with guidance counselor, teachers and parents as needed during each marking period.</p> <p>Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.</p> <p>Regularly scheduled Re-teaching instructional blocks after administering Cumulative Efficacy Assessments.</p> <p>Seniors who need to recover Social Studies credits are programmed for on-line courses.</p> <p>Seniors who failed U.S. History or Global Studies regents are programmed for a Senior Seminar History with emphasis on writing and reading non-fiction texts.</p> <p>Juniors who failed Global History Regents will receive Regents Prep Tutoring after-school and Saturdays</p>	<p>Small Group</p> <p>1 students & parent per grade team/ guidance counselor conference.</p> <p>One-to-One and/or small group</p> <p>Whole class instruction; differentiated groups based on data analysis.</p> <p>Whole Group facilitated by teacher.</p> <p>Whole Class instruction.</p> <p>Class Instruction</p>	<p>Service is provided before school, morning AIS, Monday through Thursday.</p> <p>Before School and /or during grade team meetings.</p> <p>Provided before school and during school.</p> <p>During the school day. Three times a year for a total of 3 weeks.</p> <p>Students meet twice a week.</p> <p>Meets during the regular day. 4X week.</p>

	in Spring 2014.		After –school and Saturdays.
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Academic conferences at least 4 times a year to struggling and at-risk seniors.</p> <p>Attendance conference for students and their parents with attendance rates below 70%.</p> <p>Academic conferences with struggling at-risk Juniors twice a year.</p> <p>Academic conferences with at-risk sophomores conducted twice a year.</p> <p>Guidance/Academic conferences conducted for every suspension conference.</p>	<p>One-to- One</p> <p>One-to-One</p> <p>One-to-One</p> <p>One-to One</p> <p>One –to-One</p>	<p>Provided during school day.</p> <p>Provided during school day.</p> <p>Provided during school day.</p> <p>Provided during the school day.</p> <p>Provided during school day.</p>

	<p>Planning Interviews for over-age and at-risk students who are not progressing.</p>	<p>One-to-One</p>	<p>Provided during school day.</p>
	<p>Psychologist conduct triennials and MDR's for students who have received a superintendents' suspension.</p>	<p>One – to SBST team</p>	<p>Provided during school day.</p>
	<p>Guidance counselor provides regularly scheduled individual and group counseling to students with an IEP.</p>	<p>One-to –One and small group.</p>	<p>Provided during school day.</p>
	<p>Guidance Counselor also provides counseling for students who receive principals' suspension or superintendent suspension.</p>	<p>One-to One</p>	<p>Provided during school day.</p>
	<p>Guidance Counselor, Dean and Assistant Principal provides mediation and conflict resolution services for students as needed.</p>	<p>One –to-One and small group.</p>	<p>Provided during school day.</p>

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

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

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

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

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

Differentiated opportunities include network workshops, conferences, and courses are offered for professional growth.

Teachers of Advanced Placement classes attend AP workshops offered by the College Board.

Effective teachers are selected as Team Leaders to build teacher capacity and facilitate teacher inquiry and CFG meetings.

Sharing of practice from data collected through walkthroughs and instructional rounds are facilitated by schools leaders, coaches so effective teaching practices are recognized and teachers can learn from each other.

Teachers meet in content vertical team meetings as Critical Friends to examine their teaching practice in an inquiry stance.

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).

Monthly coaching for selected teachers by content area coaches (Teachers college) on instructional strategies aligned to our Instructional focus, intellectual student engagement: high cognitive demand task, student-centered discussion and using evidence and argumentation.

Monthly professional development workshops facilitated by content area coaches on instructional strategies aligned to our Instructional focus, intellectual student engagement: high cognitive demand task, student-centered discussion and using evidence and argumentation.

Monthly instructional rounds conducted by school leaders and ESR coach on core instructional practices for high performing and high achieving classrooms. Instructional rounds involve data collection, sharing data collection with grade teams, written feedback reports to teachers including next steps.

Monthly professional development workshops facilitated by ESR on instructional practices to promote student engagement and student-centered discussion.

Data chat conferences with school leader every 3-weeks.

Twice a month content vertical team meetings to critically examine student work and adjust instructional strategies based on data.

Use of Morning meetings, Professional development workshops to address/learn Principles of Efficacy from Dr. Jeff Howard's Efficacy Institute.

Use of Morning Meetings and professional gathering time to model, teach our Core Instructional Practice of the Week.

Monthly Network Principals' Meeting and Assistant Principals' meeting.

Monthly Expanded Success Initiative Leadership and Point person Meetings.

Monthly mentoring for Assistant Principal by the ELI institute.

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 **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Academic Intervention services are funded using a grant and Title I funds.

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.

The MOSL Committee met over the summer for a total of 6 – 8 hours to select our faculty MOSL's selection. Committee presented to faculty our selections and rationale on 9/3/13. Each teacher received their scholarship data, regents passing rate data disaggregated by subgroups for school year 2012-2013 during the Initial Planning Conference. At the initial conference we discussed the prior year data and the significance of moving the data for this year. All Teachers received professional development to use data to inform instruction, including designing rigorous benchmark assessments, creating data reports, analyzing data reports, using the Self –Directed Improvement System (SDIS) to generate feedback on teacher practice and develop instructional strategies to address student learning needs. All Teachers meet with school leader for a data chat conference to analyze data and devise instructional strategies after each administration of Efficacy interim assessments.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area in the Parent Coordinator's office; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 29	Borough Queens	School Number 248
School Name Queens Preparatory Academy		

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 Ms. Tashon Haywood	Assistant Principal Ms. Rhonda Jeffrey
Coach N/A	Coach N/A
ESL Teacher Rosa Hamlet	Guidance Counselor Maria Velez
Teacher/Subject Area Dawood Abdul Hameed, English	Parent
Teacher/Subject Area Gardy Alabre, Math	Parent Coordinator Stephanie Smiley
Related Service Provider Stacy Palmer	Other type here
Network Leader(Only if working with the LAP team) Malika Bibbs	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 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	0	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)	467	Total number of ELLs	19	ELLs as share of total student population (%)	4.07%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
SELECT ONE										5	6	5	3	19
SELECT ONE										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	5	6	5	3	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	19	ELL Students with Disabilities
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

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

Number of ELLs who have an alternate placement paraprofessional:

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										5	7	3	4	19
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	5	7	3	4	19

*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	2	0	1	4
Chinese										0	0	1	0	1
Russian										0	0	0	0	0
Bengali										1	0	0	0	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	2	2	1	1	6

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	0	0	0	1

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)										2	0	0	0	2
Advanced (A)										1	1	2	1	5
Total	0	0	0	0	0	0	0	0	0	4	1	2	1	8

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	7	0	2	0
Integrated Algebra	7	0	4	0
Geometry	1	0	0	0
Algebra 2/Trigonometry	2	0	1	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	6	0	2	0
Physics	0	0	0	0
Global History and Geography	3	0	1	0
US History and Government	1	0	0	3
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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.
The assessment tools and data sources used to determine the literacy skills of ELLs are ELL Periodic Assessments, LAB-R, NYSESLAT RNMR Modality and ARIS. The information gleaned from the data showed that there has been improvement in the academic performance of ELLs, but, more importantly allows for specific interventions that could be employed for the individual student. Hence, differentiated instruction. Instructional staff also will be able to monitor and adjust instruction more efficiently since the NYSESLAT Modality Report provide information to determine student deficiencies in listening and speaking and reading and writing.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Although there has been improvement in the reading, speaking and listening, there are deficiencies in the writing.
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 state did not release the spring 2013 NYSESLAT scores in combined modalities.
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?Currently, we do not administer any Native Language Examinations. However, an analysis of the RLAT has revealed that there are patterns in improvement for Speaking and Reading across grades and proficiencies. We will need to focus on the writing and listening components as evidenced by the slight decrease in scores for 5 students.
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?
During team meetings, the ELL teacher and the content area teachers collaborate and discuss instructional strategies which can be incorporated to support the ELLs during the instructional process. These ELL-friendly strategies increase comprehensive, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments.
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.).
The success of the ELL Program will be evaluated through the NYSESLAT results, successful credit accumulation as an indication of the classes passed and advancement to the next grade level, Regents examinations passed and graduation rate. In addition, ELLs are further evaluated based on classwork assignments, tests, student self-evaluation assessments and reflections.

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](#).)
Initial identification of students is done by the Guidance Counselor and ESL Teacher who interview the parents with assistance of Bilingual Paraprofessional, teachers of Foreign Languages and Parent Coordinator serving as translators as needed. Parents are given the choice of three types of ELL programs - Transitional Bilingual Education, Dual Language and Free-standing English as a Second Language. However, parents are informed the Queens Preparatory Academy offers only Free-standing English as a second language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. The ESL teacher determines the eligibility of student for the ESL Program and administers the LAB-R within 10 days of admittance to the school. Students are placed in homogenous classes based on the LAB-R results. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test to the students addressing the four modalities - speaking, reading, writing and listening. Parents are notified about the NYSESLAT testing schedule in their native languages and English. ELLs must be placed in the parent's program of choice within 10 days of enrollment. Students are immediately placed in the program of choice currently offered by the school with a full schedule.
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.
In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language by the ELL coordinator, Guidance counselor and translator as needed. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the new reorganization of the Department of Education and the right to choose educational options, an explanation of the state and city standards, the core curriculum, assessments, student expectations and school program requirements. Parents are also provided with brochures in their Home Language that explain the three program models that are provided in the NYC public school system: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. Once parents are informed of these options, parents are given a Parent Survey and program selection form on which they indicate their program choice. The parent choice is indicated in the designated screen in ATS(ELPC) upon completion of the form. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.
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 [\[see tool kit\]](#).)
Once Lab-R test results are received from the DOE, letters are sent via mail and back packed to parents in language available, and entitlement letter is sent to the parent/guardian of each student who is eligible for ELL services based on the LAB-R results. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.
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 potential ELLs are identified, they are administered the state required identification test within ten days of enrollment. The results of the identification test determine whether students are entitled to ESL/bilingual programs and services. Based on the LAB-R, students are programmed according to the level scored for self-contained classes as prescribed by the NYS CR Part 154 mandated number of units of support for ELLs following the cut scores and eligibility (including designations of beginner, intermediate, and advanced.) After Lab-R results have been received and reviewed, letters are mailed to parents in languages available. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services based on the LAB-R results. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.
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.
Each ELL student is administered the NYSESLAT to determine English proficiency. In order to maintain the integrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are first received and also after the completion of the day's testing. Someone other than the student's teacher is assigned to administer and

score the speaking subtest. The writing subtest is scored by a committee of teachers. No teacher scores more than half of constructed response question in the student's writing subtest booklet. No ESL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the administration schedule, as outlined by the State Education Department, the Speaking subtest is administered to students individually at a location separate from other students during the time frame allocated. Scoring is done at the time of administration schedule. The Listening, Reading, and Writing subtests are administered to students during the scheduled time allocated. Any opportunity for make-up test dates are done during the primary administration period. Before the administration of the NYSESLAT, letters are mailed to parents translated in Native Language and English to appraise them of the examination. Students are allowed the time that they need to complete the test following the state mandates.

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. [i](#)
The only choice is Fee-Standing. However, a TBE program will be implemented if 20 or more parents of the same home language and the same grade request the TBE program. Yes. Free Standing.

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])?

Self-contained and homogeneous response to questions here:

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)?

Students are programmed according to classes for mandated periods: beginners/3 classes/per day/per week; intermediate have 2 classes/per day/per week; advanced have 1 ESL class per day each week and 1 ELA class per day each week and 1 ELA class per day each week. Students are programmed based on their level of proficiency performance a syndicated on the RLAT report as measured by the NYSESLAT and LAB-R. Students who are at the beginning level have 3 classes daily every week; intermediate level have 2 classes daily every week; and advanced level have 1ESL class and ELA class daily every week

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.

All content areas are taught in English, however teachers, differentiate instruction to accommodate ELL students. Dictionaries, glossaries, and specific vocabulary for subject areas are also used, and scaffolding techniques. The ESL teacher and the content area teachers meet to discuss student's progress and to assist with techniques of how to work with ELL students. Teachers are also encouraged to participate in workshops and professional development related to quality teaching for English language learners. Content areas deliver instruction following the standards for ELL, ELA and the Standards for specific content areas. This is accomplished through the use of a differentiated instructional framework that includes explicit instructional framework, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping as well as ensuring that students practice opportunities and expectations for independent applications to help student meet and/or exceed NYS and city standards. Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for instruction and to promote success.

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

By evaluating foreign transcripts. by administering the LAB-R, and by utilizing Teachers with the same native language for translation services.Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through assessment ineach testing results that have been analyzed, students are given a learning style survey in which the ELL teacher gleans information on the best modality to introduce to infuse engagement and aligns with one of the four modalities which warrant initial intervention. Because students need to have modalities used within instruction, all will be utilized during the course of ELL and ELA instruction. Students will be tiven interim assessments which are aligned to the curriculum based on tasks which are aligned to the four modalities. The date from these tasks will be monitored and adjusted for frquent check-ins which will warrant student growth and need for additional strategies and interventions which will assist in preparation for the NYSESLAT.

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. Depends on the ability of the group according to their levels of performance. SIFE students will attend on-on-one tutoring, read aloud activities, phoemic awareness instruction, fluency,spelling, guided reding and writing, modeled writing, shared writing,audio books-listening, pronunciation and reading, visual opportunities through technology and film and the use of manipulatives.

b. ELL students who have not met performance standard in reading and writing will develop reading skills. The school will give language learners many opportunities to read and write in meaningful contexts, intheir firs tan second languages. Draw an iffective strategies for increasing literacy skills in their native language, then transfer these skills to learning english. Draw on their background

experiences and encourage connections between academic concepts and students own lives. Help students see the value ofr being able to communicate in mulitple languages. Connect with student, families, and culture. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise on community members. Give students opportunities to talk about shared learning experiences. Hands-on experiential learning experiences will develop understanding. Help ELL student connect works with meaning by using nonverbal clues and nonlinguistic representation of ideas, including mulitemedia, manipulatives, simualtions and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

c. ELL students have additional after-school help, one-to-one tutuoring, and lunch time readings with a teacher or a peer buddy. Students also have theoportunity to participate in extended day activities such as after-school and Saturday extended day classes and regens preparation and tutorial sessions to help them tofurther acquire the skills and subject content needed to master the Regents examinations. Students and parents participate in individual and group counseling to keep both students and parents abreast othir academic progress as well a graduation requirements. Our instructional program will place additional emphasis on the writing,k reading, and listening component. We will estabes a successful reading and writing program by implementing the following practices:

-conducting explicit instruction of skill. Students will write often anduse their peers in the classroom as their audience. Students will work with partners to plan, write, and edit and provide ongoing feedback with one another. By examinig each other's feed back snf eotk, students will have ongoing opportunities to learn new words, and understant the mechanics of writing.

-Setting classroom protocols. The focus will be on the protocols of writing activities will include the understanding ot the writing process, rules, and routines of writing and reading comprehension. Students will be taught what to do during the editing stages and conference with one another. dictionaries and glossaries, and highlighter will be used to facilitate the pro ess. The teachers will manage time within the diverse writing actiiviies but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing direct instruction on all the protocols and skills programs, the internet and word processing programs.

-Set high standards for writing. Although we omplement all the learning standards in our ELL classes, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills needed to be a suddessful writer.

d. Students who are in school elss than three years will participate in after school programs in reading, writing. In addition, students will enroll in Saturday classes. Students and parents will participate in individual and group counseling to ensure their academic success.

e. Long-term ELLs will work with content area teachers, especially ELA teachers. They will work with vocabulary development, reading comprehension and techniques for completing multiple choice questions. In addition, student will work with Guidance counselor in class placement; meet with students to discuss progress; provide support where necessary to advance within college and career readiness and master skills needed to graduate, enroll in college, and have a productive career.

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?

Instruction and grade level maters teachers use that both provide academic content areas and accelerate English language instructin and grade level materials teachers use that both provide academic content areas and accelerate English language development include: Jigsaw reading techniques, round robin, think-pair-share, double-entry journals, differentiated instruction, scaffolding.

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?

Curricular, instructional, and scheduling flexibility to meet the needs of ELL-SEDs within the least restrictive environment includes weekda;y ;after-school programs and jSaturday programs including the Liberty Partnerships college bound program at St. John's University on Saturdays. Students who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instrudtional strategies include cooperative learning, role playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of com;uter assisted instruction.

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:	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0

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

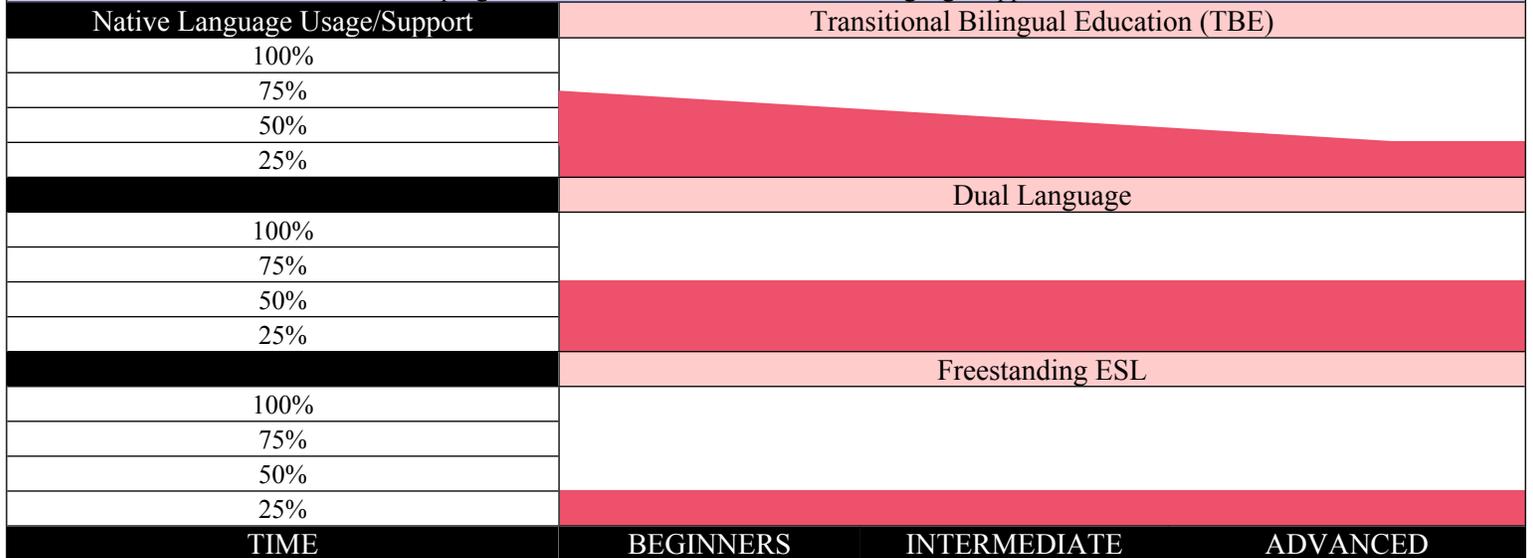
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- Targeted intervention programs for ELLs in ELA, math, and other content areas include after-school programs, small groups according to individual weaknesses. ELLs meet with content area teachers for individual tutoring: ELA, Math, Social Studies, and Science teachers. Students are selected based on their progress and report-card data. ELL students participate in the After-school tutorials and extended day Saturday Regents review and preparation programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The success of our program for ELLs are based on graduation rates, classwork, Regents, and NYSESLAT based on the RLAT data from ATS, we are noting trends, successes, and weaknesses that have to be addressed according to the four modalities and how that data is reflected within current Regent item analysis. The information gathered then is incorporated within cabinet and schoolwide meetings to develop professional development and inquiry around ELL development.
11. What new programs or improvements will be considered for the upcoming school year?
- Planning to offer Saturday classes. The school will also continue to improve the delivery of instruction to support the ELL's in their current content classes so that they will meet and exceed the benchmarked for the common core standards. The data gathered from the benchmark assessments will allow for us to continue tier one interventions with daily class instruction.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ELL students are exposed to school-wide advertisements for all programs. ELL students are encouraged to participate in all school activities. Funding sources for extra-curricular school activities include school per-session budget for all staff members. The Liberty Partnerships program at St. John's University is a Saturday program that is free to students but is state funded. All after-school activities such as clubs, tutoring, sports and begin at 3:15 p.m. until 5:00 p.m.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Audio book program entitled "Read 180" is used to assist students in their developing reading skills. This is very suitable for subgroups since students can work in small groups assisted by the use of the audio system. Works of literature are enforced with the use of video produced materials such as "A Miracle Worker", and "A Raisin in the Sun" in text and in video. Teachers of content area use SMART boards, overhead projectors, and power point presentations, as well as glossaires and specific vocabulary to support ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The native language support is given through the buddy system where senior ELL students assist incoming ELL students. Encouragement is also given to the ELL students by staff members who are native language speakers in other content areas. The TBE and Dual Language programs are not currently offered at this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELL students are placed in grade levels based on the number of credits earned. Grade and age levels are determined as per the evaluation of foreign transcripts. Required services, support, and resources will be identified as per the needs of each individual ELL student. If necessary, students will be directed to the resource center and other one-on-one training.
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 for new incoming student include orientation where students will receive information in native language such as important areas in the school building, clubs where students can be assigned to a buddy, and peer tutoring using native language as well as English.
18. What language electives are offered to ELLs?
- spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - 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.

Staff will participate in ongoing, long-term targeted professional development with strong emphasis on the Common Core Learning Standards, differentiated and academic language development strategies. The majority of the instructional staff members are senior teachers who keep abreast of the instructional strategies and teaching methodologies of ELLs, teachers have participated in ELL professional development workshops in QTEL. This include Universal design for learning which allows for Multiple means of representation, multiple means of actions and expression and multiple means of engagement. The instructional staff also engages in professional development activities throughout the year that enable them to discuss and incorporate ELL friendly strategies which will support ELLs in the content areas. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments. This ensures that they remain current in the instructional strategies and techniques that will enable our ELLs to succeed. The topics include the following:

Academic Vocabulary

Text-based Answers

workshop model

Curriculum Mapping

Looking at Students Work

Differentiated instruction

Tiered Assessment

Using Data to inform and support instruction specifically for ELLs

Writing Process workshop for ELLs

collaborative Planning

Use of native language support resources in the content area classroom (glossaries, dictionaries, leveled reading materials as available)

Testing Accommodations for ELLs (current and former) during standardized testing.

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?
 1. Parents are involved in Saturday workshops where they are given information as to the New York City Secondary Education policies for attendance, graduation, and discipline. Parents are also invited to participate in festive after-school activities by providing donations of food, and beverages. Letters of invitations to after-school activities are provided in English and in native languages.
 2. Our Children's First network 404 (CFN 404) provides workshops and services to ELL parents. Our school collaborates with the CFN to communicate and provide information to parents in English and in native languages regarding dates for workshops and services.
 3. Evaluation of the needs of parents are done during Parent-Teacher conferences, PTA meeting, and continuous outreach during the school year. Parent Coordinators serve as liaison between parents and the school. Parent Coordinators roles include telephone calls and outreach. Translation services are utilized when necessary.
 4. Parental involvement activities include Saturday workshops, Parent-Teacher conferences, and PTA meetings. Workshops include sessions regarding acclimating parents to the United States education system, graduation requirements, school rules and discipline policies, and hands-on information about how to access student information via online systems.1Paste response to questions here: ste response to questions here:

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tashon Haywood	Principal		11/21/13
Rhonda Jeffrey	Assistant Principal		11/21/13
Stephanie Smiley	Parent Coordinator		11/21/13
Rosa Hamlet	ESL Teacher		11/21/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Maria Velez	Guidance Counselor		11/21/13
Malika Bibbs	Network Leader		11/21/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q248 School Name: Queens Preparatory Academy

Cluster: 4 Network: 404

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Data and methodologies used to assess our 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 includes the following: Home Language Survey, admission interview, Parent-Teacher Conferences, orientation, data, results of LAB-R & NYSESLAT. This information will be sent home to parents in English and in native language by mail and by telephone.

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.

Based on our schools written translation and oral interpretation needs we found that parents need workshops to use the technology to keep abreast of their children's progress. Findings were reported to the school community by way of information shared during School Leadership Team meetings, at Parent-Teacher Conference meetings, and during faculty conferences.

Our school determines the primary language spoken by each parent during the first informal interview and also using the Home Language Identification Survey.

Currently there are 11 parents/ families of our ELL students. Languages are spoken are Arabic, Haitian-Creole, Spanish, French, and Bengali.

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.

To meet the needs identified in part A, Queens Preparatory Academy High School will translate information and correspondence to parents via USPS mailings, distribution to students, and Global-connect automated phone messaging system. Written translation services will be provided by in-house school staff and Global-connect's translation feature.

All written documents are translated by in-house school staff. Documents are translated from English to the native languages. Documents will also be sent home in both English and in native language.

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 interpretation services will be provided by bi-lingual faculty and staff members during meetings, conferences, and workshops. Oral translation services will be provided by in-house school staff.

All oral interpretation services are provided by in-house school staff who are fluent in the native language during PTA meetings, parent workshops, and Parent-Teachers conferences.

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>.

Queens Preparatory Academy HS will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing information in both English and Native Language when necessary.

