



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** PREPARATORY ACADEMY FOR WRITERS

**DBN (i.e. 01M001):** 28Q283

**Principal:** CHARLES J. ANDERSON

**Principal Email:** CANDERSON15@SCHOOLS.NYC.GOV

**Superintendent:** JUAN MENDEZ

**Network Leader:** CRISTINA JIMENEZ

**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
Charles Anderson	*Principal or Designee	
Mark Heilbrunn	*UFT Chapter Leader or Designee	
Debra Genias	*PA/PTA President or Designated Co-President	
Jessica Brown	DC 37 Representative, if applicable	
Desire Knox Brianna Deville	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Dexter Asbury	Member/ Parent	
Yvette Evanson	Member/ Parent	
Pamela Miller	Member/ Parent	
Oriana Bogler	Member/ Teacher Co-Chairperson	
Jessica Behr	Member/ Teacher Chairperson	
Clevevon Akil	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	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ 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)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

We will achieve a high school graduation rate of 90% by August 2014

### 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 ICT classes are working at a performance level capable of supporting their graduation on time. Using trimester assessments and ongoing support our expectation is realistic.

### 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**

Student centered practices within classrooms will assist the ICT students in obtaining the necessary levels of achievement to pass regents exams.

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

1. Our ICT teachers are working in content specific classes where they have strengths.

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

1. There is after school help, lunch time help, and tutoring available daily for the struggling students in the ICT classes. Our Academic Probation program will be used by all students failing any class.

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

1. The process begins September, 2013 and ends June or August 2014.

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

1. Using Achieve 3000 the reading levels of students will be monitored and adjusted with tutoring or in school study halls to provide another level of help.

### 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).

We use an online grading system that allows teachers, administrators and parents to easily communicate via email and text regarding attendance, assignments, behavior, and all other matters affecting our student population. We will ensure that parents in the targeted sub-group are utilizing the system.

### Budget and Resource Alignment

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

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

## Goal and Action Plan #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.

80% of our high school students in the school's lowest 1# of their first and second year will receive 10 or more credits by August 2014.

### 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.

Although the high school students in the Preparatory Academy for Writes earn credits at a high percentage over, the performance of the students in the sub-groups identified above (particularly second year students in the lowest one-third) was far below our expectations.

### 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. We will support struggling students through an extended day program we call “academic probation” for all students who are failing classes.

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

1. A community based organization, Crossroads Connections, will work with at risk students to support them socially and emotionally.

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

1. Students in the lowest one third will receive additional support through a Saturday program which will begin in the Spring.

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

1. Starting in October 2013, Academic Probation will be conducted 4 days a week after school. This will end in June, 2014.

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

1. 5 teachers and 1 administrator will receive per session for 1 hour, 4 days a week for per session for 20 weeks.

**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).

We use an online grading system that allows teachers, administrators and parents to easily communicate via email and text regarding attendance, assignments, behavior, and all other matters affecting our student population. We will ensure that parents in the targeted sub-group are utilizing the system.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

We will increase the percentage of students who receive scores of 3 or higher on an AP exam by 10%

**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.

Although we have seven AP classes, our students are not receiving the minimum score of 3. As Colleges are not accepting anything lower than a 3, it is our goal to have our students more consistently score this grade.

**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. The AP courses are populated with students who have IEPs as well as our highest ranking academically students. By providing extra time for the students to meet with the teacher it enables our struggling students a better opportunity to achieve a 3.

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

1. Our AP teachers have all taken training through either the College Board provided Professional Development or through direct research of their subject.

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

1. Practice exams given in January. 70% of the students in class will receive a 3 or higher

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

1. A diagnostic test will be given in October, 2013 with a full practice test given in January. Final exam is scheduled for May

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

1. No additional cost is associated with this 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).

We use an online grading system that allows teachers, administrators and parents to easily communicate via email and text regarding attendance, assignments, behavior, and all other matters affecting our student population. We will ensure that parents in the targeted sub-group are utilizing the system.

Workshops providing information and an opportunity to discuss the value of AP exams are given.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #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.

Improve the median adjusted growth percentile in the middle school English by 3 points as measured by the 2014 ELA State Exam.

**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.

Last year's exam results were not what we expected.

**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. We will improve teacher support and curriculum by shifting weekly PD from grade level meetings to departmental meetings.

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

1. There are daily common planning meetings for each department where student work, unit overviews, and curriculum are discussed.

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

1. We will use Achieve 3000 to determine lexile reading levels, as well as provide leveled classroom libraries at all grade levels.

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

An assessment schedule has been established and teachers have been trained to conduct item skills analyses and adjust instruction based on results.

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

1. All middle school students will maintain a readers notebook and increase the amount of reading, both fiction and nonfiction that they complete this school year.

**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).

We use an online grading system that allows teachers, administrators and parents to easily communicate via email and text regarding attendance, assignments, behavior, and all other matters affecting our student population. We will ensure that parents in the targeted sub-group are utilizing the system.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Content area teachers provide students with extra help connected to their current unit of study.	Small groups are formed and adjusted every two weeks based on student performance.	Services are provided during the school day (pull-outs from P.E. periods) and after school from 3:05 to 3:45 Monday, Tuesday, Thursday and Friday
<b>Mathematics</b>	Content area teachers provide students with extra help connected to their current unit of study.	Small groups are formed and adjusted every two weeks based on student performance.	Services are provided during the school day (pull-outs from P.E. periods) and after school from 3:05 to 3:45 Monday, Tuesday, Thursday and Friday.
<b>Science</b>	Content area teachers provide students with extra help connected to their current unit of study.	Small groups are formed and adjusted every two weeks based on student performance.	Services are provided during the school day (pull-outs from P.E. periods) and after school from 3:05 to 3:45 Monday, Tuesday, Thursday and Friday.
<b>Social Studies</b>	Content area teachers provide students with extra help connected to their current unit of study.	Small groups are formed and adjusted every two weeks based on student performance.	Services are provided during the school day (pull-outs from P.E. periods) and after school from 3:05 to 3:45 Monday, Tuesday, Thursday and Friday.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselors, Social Worker, and CSW Interns provide services.	One-to-one and small group	During the school day.

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

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

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

**Title I Status**

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

**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.
We recruit and place teachers by license area, ensuring that they meet the requirements of highly qualified teacher as set by NCLB. Therefore, all of our teachers are highly qualified. Nonetheless, we hold ongoing professional development meetings every Wednesday afternoon and work with Columbia Teachers College as well as the College Board to ensure that our teachers remain current with current research-based best teaching practices.

**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).
We have weekly PD that addresses CCSS with all staff members. Further, we send staff to Network led PD that addresses content through the lens of the CCSS.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The school is a conceptually consolidated school and all funds are coordinated to improve student outcomes and to close the achievement gap Every teacher belongs to a content team. These content teams meet multiple times each week, during common planning time. During these sessions teacher team leaders guide the teams' discussions and work through various thoughts regarding assessments. These team leaders work with administration and/or coaches with specific content backgrounds to assist in establishing strong professional development around the various assessments selected by the teams. These PD sessions range from in-house PD sessions run by administration, coaches or team leaders to PD opportunities offered by outside organizations such as Teaching Matters, Teachers College or CFN 402.

**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.
Grade and content team leaders meet monthly to discuss the needs of the teams. Grade and content teams meet weekly to discuss student needs, assessment cycles, and the progress observed through the review of student work. The committees report to administration. Professional development plans are generated by the feedback from the findings of the grade and content teams. The multiple assessment measures are at the root of the decision making process, supported by the Teacher Effectiveness Framework with particular attention to Domain 4, Professional Responsibilities.

**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,
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high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**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 1<sup>st</sup> 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 <b>29</b>	Borough <b>Queens</b>	School Number <b>283</b>
School Name <b>Preparatory Academy for Writers</b>		

### 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 <b>Charles Anderson</b>	Assistant Principal <b>Maryanne Haarhaus</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Rosa Hamlet</b>	Guidance Counselor <b>Shanay Freeman</b>
Teacher/Subject Area	Parent <b>none</b>
Teacher/Subject Area <b>Nicole Thomassen/Spanish</b>	Parent Coordinator <b>Tanya Gilliard</b>
Related Service Provider <b>Azizi Davis, Spec. Ed.</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>522</b>	Total number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>1.92%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained							2		1		3	3	1	10
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	2	0	1	0	3	3	1	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	0
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	1

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	4	0	0	5	2	0	1	0	0	10
Total	4	0	0	5	2	0	1	0	0	10

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)													1	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)											1	2		3
Advanced (A)							1		1		1			3
Total	0	0	0	0	0	0	1	0	1	0	2	2	1	7

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	3		1	
Integrated Algebra	7		3	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	4		3	
Physics				
Global History and Geography	3		2	
US History and Government	9		3	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## 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.  
Need assistance in reading and writing/listening. (Further explain; incl. data; expl how data informs school's instructional plan.)
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
The majority are beginning level. (Further explain, desc. LABR data.)
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](#))  
Will be more focused in modalities where students need the most help. The RNMR modality analysis report is not available for the Spring 2013 NYSESLAT Exam.
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?
  - a. (Answer question)
  - b. N/A
  - c. N/A
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?  
(Do all content area teachers teacher in such a way that they are building the students' English language skills?)
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.).  
(Include all relevant data.)

The assessment tools and data sources used to determine the literacy skills of ELLS are ELL periodic assessments, LABR, NYSESLATE 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 provides information to determine student deficiencies in listening and speaking and reading and writing. The success of the ELL Program will be evaluated throughout the NYSESLAT results, successful credit accumulation as an indicator of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate.

## 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](#).)
  - 1a. Initial identification of students is done by the guidance counselor who interviews the parents with assistance from a bilingual para. and teachers of foreign languages as needed, the ESL teacher and parent coordinator. Parents are given the choice of three types of ELL programs - Transitional Bilingual Education, dual Language and Free-Standing English as a Second. However, parents are informed that PAW 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 if first-time registrants to NYC. Assistance is offered as needed. The ESL teacher determines the eligibility of students for the ESL Program and administers the LAB-R within 10 days of admittance to the school. Students are placed in homogeneous classes based on the LAB-R results. Languages spoken are English, Haitian-Creole, French and Spanish. Home Language Survey administered and assisted by guidance counselor, ESL teacher and and if necessary, teachers fluent in said languages. ESL teacher administers LAB-R exam. ESL teacher conducts oral interview.

(HLIS must be completed with the assistance of a pedagogue; informal oral interview must be conducted by a pedagogue; administration of Spanish LAB for Spanish-speaking ELLs not described; For the purpose of the ELL identification process, a pedagogue is defined as someone with a teaching certification. If the guidance counselor and/or the parent coordinator has teaching certification, please indicate this in the plan .)

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. Timelines are set by the State, usually in the Spring semester. Free-standing program is what is offered by the school and will be offered in the coming year. 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. 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 expectation 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 New York City Public School System: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs.

(Did not include timelines; pedagogues' names and/or titles explaining 3 programs not given; outreach process to inform parents who have previously chosen a TBE/DL program when the program becomes available not described; The ELL parent orientation must take place within 10 school days of being admitted into the NYC school system .)

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 [\[see tool kit\]](#).)

After Lab-R results have been received and reviewed, letters are mailed to parents in languages available.

(Did not specify who is responsible; did not specify the process for the distribution of entitlement letters; did not specify how entitlement letter records are maintained; did not specify the process for the distribution of Parent Survey and Program Selection Forms; did not specify the process of collecting and storing Parent Survey and Program Selection Forms.)

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. Based on Lab-R, students are programmed according to their level for self-contained classes.

(Did not specify whether placement letters are distributed; did not specify how placement letter records are maintained; did not

specify whether continued entitlement letters are distributed; did not specify how continued entitlement letter records are maintained; honoring parent choice not described; communication activities not listed/explained; translation services not described; updating the ELPC screen in ATS within 20 days not described; parent choice should be based on 3 programs available in NYC: TBE, DL, & ESL, not only the programs currently in place at the school.)

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.

The NYSESLAT is administered as scheduled by th NYSED. The Spanish-speaking students will be given both LAB-R examinations. 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. RLAT is used to determine which students will take the NYSESLAT with assistance of ESL teacher. Native language letters are sent home.

(Procedures for ensuring four components of NYSESLAT are administered not described.)

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. 
- The only choice is Free-Standing.

(Description requires further explanation; did not describe how school monitors trends in parent choice; did not describe how trends are used to plan for future programming; data to support trends mentioned is not provided.)

## 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])?

A self-contained model and homogeneous grouping is used to deliver instruction.

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 on their level of proficiency. Beginners have 3 classes/per day/per week; intermediate have 2 classes/per day/per week; advanced have 1 class per day/per week.

(Did not explain minutes delivered in ESL; did not include proficiency levels in description.)

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.

Content areas are delivered following the Standards for ELL and ELA. Differentiated instruction which includes explicit instruction, careful modeling, coaching, group discussion, problem solving, flexible grouping, cooperative learning and independent applications. Non-verbal and context clues, graphic organizers, and leveled-reading materials are utilized for instruction and to promote success.

(Indicate how ESL teacher provides content area support for ELLs; indicate how these methods are in alignment with the CCLS.)

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
There are varying, wide-range assessment strategies including observations, portfolios and performance assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? (Required section was not completed; describe formative (formal and informal) assessments used for each modality; include frequency of assessing.)
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).

The SIFE instructional plan consists of read-aloud activities, spelling, shared writing, one-on-one tutoring, audio books, modeled writing, phonics, films--listening, pronunciation and reading as manipulatives.

Language learners are given many opportunities to read and write in meaningful contexts in their first and second languages. Literacy skills are reinforced. We integrate technology to support writing instruction and motivate students to use written language to communicate in their native language then transfer these skills to learning English. We build on what students already know. Draw on their background experiences and encourage connections. See the value of being able to communicate in multiple languages. Connect with family and culture by using multicultural literature and community expertise. Teach others about their language and culture. Cooperative grouping, project-based learning, thematic instruction to engage learners. Words will connect with meaning by using nonverbal clues and nonlinguistic representation of ideas.

(Did not describe differentiation of instruction for Newcomer students within the program models; did not describe differentiation of instruction for ELL students 4-6 years within the program models; did not describe differentiation of instruction for LTE students within the program models; describe how you will support your former ELLs for up to 2 years; test accommodations for former ELLs not described.)

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?

Jigsaw Project, Round Robin, Think-Pair-share, double-entry journals, differentiated instruction, scaffolding.

(Include information that details how materials are grade- and age-appropriate; materials do not appear to be content specific; description does not explain how the materials accelerate English language acquisition; materials are not Common Core-aligned; describe technology used to support ELLs; describe how school ensures ELL-SWDs receive all services mandated on their IEPs; describe how school ensures ELL-SWDs whose IEP mandates ESL instruction receive appropriate program.)

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?

Saturday classes at the complex and Liberty Partnerships Program via St. John's University; 37 1/2 minutes, homework help.

(Description requires further explanation; describe how your school ensures that flexible programming is used to maximize time spent with non-disabled peers; describe criteria used to place ELL-SWDs in ICT classes.)

**Courses Taught in Languages Other than English ⓘ**

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

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

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

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

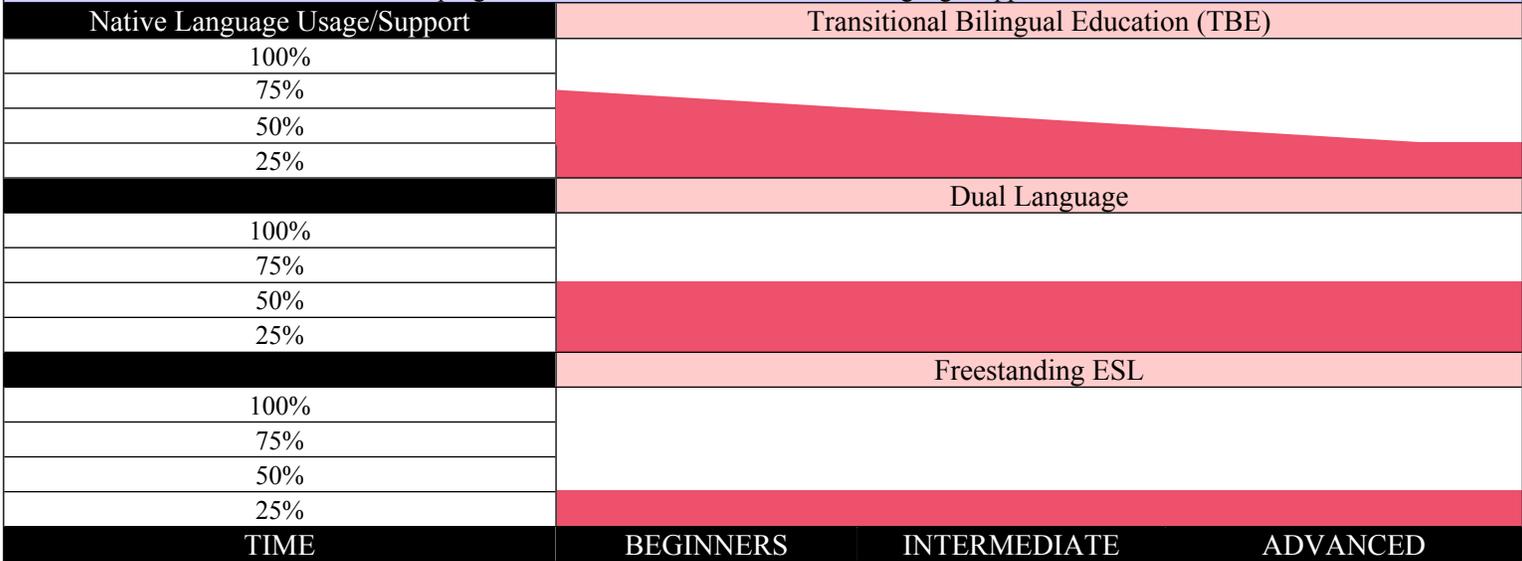
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

**Native Language Usage and Supports**

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



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.

After school help, one-on-one tutoring, and lunch-time reading with teacher or buddy. May participate in Extended Day activities, Saturday school and Regents prep.

(Description requires further explanation; targeted interventions for ELA not described; targeted interventions for math not described; targeted interventions for Social Studies not described; targeted interventions for Science not described; use of the native language in intervention programs not described; Please provide a description of the interventions provided during the mandated instructional day .)

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Paste response to question here:

11. What new programs or improvements will be considered for the upcoming school year?  
Students will be offered Saturday classes as well as attend St. John's Liberty parentship program.
12. What programs/services for ELLs will be discontinued and why?

After-school tutoring

(Rationale not explained; supporting data not provided.)

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

They are afforded equal access to all school programs. Students participate in homework helpers and clubs such as Multicultural club which helps them and other students learn and appreciate their own and other cultures. It also helps them gain proficiency in learning and speaking English in a social setting.

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

The Read 180 program provides differentiated, adjusted instruction and practice in word study, vocabulary, fluency, spelling and comprehension. Leveled textbooks and other content-based resources such as manipulatives, glossaries, dictionaries and libraries are utilized.

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

N/A

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

Required services support and resources correspond to ELL's ages and grade levels. Teachers with special licenses such as resource room and special education. Reading material is based on grade level.

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.

Students and parents participate in orientation where they become acclimated to the school environment.

18. What language electives are offered to ELLs?

Spanish is offered

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?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

### C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
  1. (Calendar of PD dates for current year not included; describe workshops for staff in all content areas; did not include ESL teachers.)
  2. (Specify how these PDs support teachers in delivering Common Core-aligned instruction.)
  3. (Required section was not completed; describe how staff (teachers, parent coordinator, etc.) are supported by school leadership and guidance counselor(s); describe professional development received by the guidance counselor in order to assist ELLs as they transition.)
  4. (Describe how records are maintained.)

Participate in ongoing, long-term targeted professional development with strong emphasis on SLS, differentiated and academic lang. development strategies including Q-Tel. Professional development workshops included workshop models, differentiated instruction, tiered assessment, using data to inform and support instruction, writing process workshops, collaborative planning, native language support resources and testing accommodations.

### 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. (Describe translation services available.)
2. (Required section was not completed; name(s) of collaborating institution(s) not provided; describe translation services available.)
3. (Describe parent coordinator's role; describe specific forms, surveys and other tools; describe translation services available.)
4. (Describe specific parent involvement activities.)

Parents are invited to participate in workshops based on their needs and the needs of students. Through individualized counseling and planning sessions, parents are kept abreast of students' progress. Counselling support for US Educ. System and graduations requirements and school rules.

### **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.

(Remember to incorporate any feedback and submit the FINAL LAP as per directions when they become available which will be posted in Principal's Weekly.)

## **Part VI: LAP Assurances**

**School Name: Preparatory Academy for Writer**

**School DBN: 29Q283**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Charles Anderson	Principal		11/25/13
Maryanne Haarhaus	Assistant Principal		11/25/13
Tanya Gilliard	Parent Coordinator		11/25/13
Rosa Hamlet	ESL Teacher		11/25/13
	Parent		1/1/01
Nichole Thomassen/Spanish	Teacher/Subject Area		11/25/13
Azizi Davis/Spec. Ed.	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shanay Freeman	Guidance Counselor		11/25/13
	Network Leader		11/25/13
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **29Q283** School Name: **PREPARATORY ACADEMY FOR WRITERS**

Cluster: **4** Network: **402**

**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**

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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.

Home Language Survey: Admission interview, parent-teacher conferences, orientation

Data: Results of LAB-R and NYSESLAT

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.

arents need workshops to use the technology to keep abreast of their children's progress. Via school requirements for behavior and graduation, faculty conferences, professional development, guide to working with ELL's and parents; team meetings.

## Part B: Strategies and Activities

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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.

We have written translations of materials available for students to bring home to parents/guardians in which we require permission or the need to express the importance of examination dates, grades and graduation requirements. We also believe in using the child to bridge the gap between home and school. It serves as an excellent tool in which to foster the home language/second language process. Should further assistance be necessary, we contact Translation and Interpretation Unit for assistance.

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.

There are staff members and/or parent volunteers in our school who are able to communicate with the majority of our parents needing oral translation services. For pre-planned meetings, we arranged for an interpreter. Where and whenever possible, we make every effort to free a staff member or bring in a parent volunteer for unplanned meetings. Much like the written translations above, we make use of the child's ability to communicate between home and school. Should further assistance be necessary, we contact Translation and Interpretation Unit for assistance.

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>.

Translated versions of the Bill of Parent Rights and Responsibilities regarding translation and interpretation services are given to said parents. A sign is posted at the primary entrance of the school, in the general office and in the parent coordinators office in each of the prominent covered languages, indicating the availability of interpretation services. These notices are also made available to parents at parent/teacher conferences, orientations and open houses.