

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

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

**29Q248**

**School Name:**

**QUEENS PREPARATORY ACADEMY**

**Principal:**

**TASHON HAYWOOD**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: High School School Number (DBN): 29Q248  
School Type: Public Grades Served: 9-12  
School Address: 143-10 Springfield Blvd Springfield Gardens, N.Y. 11413  
Phone Number: 718-712-2304 Fax: 718-712-3273  
School Contact Person: Natalie Noblin Email Address: nnoblin@schools.nyc.gov  
Principal: Tashon Haywood  
UFT Chapter Leader: Stacy Palmer  
Parents' Association President: Aineese Desir  
SLT Chairperson: Tashon Haywood  
Student Representative(s): Jean Cain, Jonathan Rentas

**District Information**

District: 29 Superintendent: Mr. Donald Conyers  
Superintendent's Office Address: 222-14 Jamaica Avenue, Room 217  
Superintendent's Email Address: DConyer@schools.nyc.gov  
Phone Number: 718-264-3146 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: 4 Cluster Leader: Christopher Groll  
Network Number: 404 Network Leader: Malika Bibbs

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
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	
Jean Cain, Jonathon Rentas	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/	
Gardy Alabre	Member/	
Brooke Davis	Member/	
Sandralyn Samms	Member/	
Dina Calhoun	Member/	
Valerie Goffe	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

<b>The Six Elements of the Capacity Framework</b>	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Queens Preparatory Academy (QPA) is located in South east Queens and serves approximately 460 scholars in grades 9 through 12. 64% of our scholars receive free or reduced lunch. We opened our doors in 2005 committed to our mission of providing our scholars with rigorous college preparatory curriculum within a stable, respectful and caring support network. QPA is a learning organization where scholars are held to high standards and high expectations. It is a community where scholars are known as individuals and nurtured to achieve academic success. Our scholars are actively engaged in inquiry, problem solving and reflection with special emphasis on the mathematics and science disciplines. Our mission is to ensure that all scholars acquire the knowledge, skills, and habits of mind to succeed in a challenging college program. Three years ago we partnered with iZone 360 and New Tech Network to expand our vision to include teaching and learning 21<sup>st</sup> century skills. Our scholars are engaged in project-based and problem-based learning to master content as well as achieve proficiency in five 21<sup>st</sup> century skills: communication, collaboration, critical thinking and problem solving, productivity & accountability and information technology & media literacy. We are partnered with Teachers' College @ Columbia University to provide professional development to our humanities team to assist our teachers in creating curriculum and units aligned to the common core aligned which builds on emphasizing student voice and creating a community of writers. We currently offer five Advanced Placement (A.P.) courses for our scholars from grades 10 through 12, World History, U.S. History, Calculus AB, Biology, English & Composition and English Literature. We are partnered with College Confident to provide college counseling to our students and families from grades 9 through 12. We also offer our students a talent block and are partnered with The Comedy Hall of Fame which offers our students a beginners and advanced improvisation course. Youth development is paramount at our school and is spearheaded by our Advisory program which meets twice a week for all scholars. Advisory is a credit bearing course where students read, write and discuss like efficacy and mindsets, community service, college counseling, decision making.

Our school made tremendous growth last year in our Algebra II and Trigonometry regents results and our average scores on the SAT exams for our graduating seniors. We will continue to focus on improving our results on the math regents exams, Algebra I and Algebra II and trig but also focus on improving our results on the other five basic regents examinations.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

An analysis of the data revealed the following for English Language Arts from June 2014:

49.37% of the students who took the Regents Examination meet City and State Standards. This data set includes all students in the high school who took the respective exams in June 2014

As reported in the 2013-2014 School Quality Guide, the percent passing compared with the City Range was 28% and the percent passing compared with the Peer Range was 22%. This metric reflected the pass rates of students on the English Language Regents exam. The weights were based on the likelihood of students passing the exam given their performance on the 8<sup>th</sup> Grade ELA exam.

Consequently, we will need to examine and seek to improve content delivery and overall student achievement in English Language Arts. The goal is to significantly improve our students’ achievement in English Language Arts to meet and exceed the State’s Standards. Thus, we would significantly increase the state of college readiness and preparedness.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, students will demonstrate progress towards achieving college and career readiness standards in English Language Arts as measured by a 3% increase in the number of students who pass the English Language Arts Regents Examination as compared with the number of students who passed the English Language Arts Regents Examination in 2014.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
4. Assistant Principals and teacher team leaders will facilitate collaborative team data chats and individual teacher data chats to provide feedback to teacher practice and	4. Review of teacher lesson	1. September 2014 – May 2015	1. Assistant Principals, teacher team

<p>instructional strategies to address student learning gaps.</p>	<p>plans to identify revised instructional strategies. Regular classroom environment walkthrough to observe evidence of adjusted instructional strategies and approaches.</p>		<p>leaders, teachers</p>
<p>5. 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.</p>	<p>5. 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.</p>	<p>2. September 2014 - May 2015</p>	<p>2. Principal, Assistant Principals, teacher</p>
<p>6. 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</p>	<p>6. School leaders will monitor and post Cumulativ</p>	<p>3. September 2014 - June 2015</p>	<p>3. Principal, Assistant Principals, Teachers and teacher</p>

effective formative assessment practices.	e Efficacy Interim Assessment given five times a year, December 2014, March 2015 and May 2015.		leaders
7. Provide students with a variety of close reading strategies to increase comprehension and understanding of informational texts with emphasis on academic and content specific vocabulary for English. Explicitly teach the academic language necessary to comprehend complex text so that students can draw on these texts to speak and write in the content area.	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.	4. October 2014-June 2015	4. Principal, Assistant Principals, Lead teachers, All teachers will incorporate a variety of instructional strategies and instructional materials to ensure comprehension and understanding of informational text in their daily instruction.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

4. Use Tax Levy Maintain 2<sup>nd</sup> 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.
5. 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.
6. 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.
7. Schedule Instructional Rounds with cabinet every 4-6 weeks. Debrief and analyze observation data and plan subsequent professional development goals/workshops for faculty and grade level teams. 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 professional gatherings.
8. 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.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
2. Specify a timeframe for mid-point progress monitoring activities.				
January 2015 Efficacy Interim assessment administration for ELA				
<b>Part 6b.</b> Complete in <b>February 2015</b> .				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

2014 Progress Report results indicate we are at 76<sup>th</sup> percentile and 68 percentile mark as compared to city schools for the percentage of students earning 10 or more credits in their 1<sup>st</sup> and 2<sup>nd</sup> year of high school and under 75<sup>th</sup> percentile mark for percentage of students in the schools’ lowest third earning 10 or more credits in grades 9 and 10 (46.0%). Our 9th and 10th grade students in the bottom third of our school are not performing as well as our total student population for the grade and therefore are not readily progressing toward graduation. This data also greatly impact these students’ Regents results in the Regents course which they failed for the year.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, through the implementation of Advisories to address College and Career Readiness to sustain a college-readiness culture through academic support and student personalization teachers there will be a 5% increase in the number of students earning 10 or more credits in grades 9 and 10. 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.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>5. Strategies to increase parent involvement and engagement</li> <li>6. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ol style="list-style-type: none"> <li>5. 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. 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.</li> </ol>	<ol style="list-style-type: none"> <li>1. School leaders will conduct whole staff data review at least three times a year analyzing</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2014 – April 2015</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers, guidance counselor, Assistant Principals, IEP teachers – additional IEP teacher hired with CTT funds.</li> </ol>

	performance of student sub-groups; October 2014, January 2015 and April 2015.		
6. 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.	2. School leaders and teachers will monitor % change in class average, % growth for each student on successive Efficacy interim assessments.	2. September 2014 – May 2015	2. Principal, Assistant Principal, 3 IEP teachers. IEP teachers funded with CTT funds.
7. Advisors will teach the principles and strategies of Efficacy from the Efficacy Institute to all students. 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. Identify and refine the behaviors, attitudes and skills necessary to succeed in college and careers by ensuring credit accumulation and advancement to the next grade.	3. School leaders will monitor individual teachers' data on Efficacy interim assessments especially for identified sub-groups as school's bottom third. By January 2015 the bottom third sub-group for each grade % passing each	September 2014 – June 2015	3. All Teachers, Efficacy Advisory curriculum, Advisory class meets 2x week, Principal, Assistant Principal, professional gathering sessions for teacher professional development.

	core content area should be a minimum of 65%; by March 2015 – 70%; by May 201 – 75%.		
8. Identify various resources and information to make thoughtful decisions in the future regarding college and careers. The Guidance Counselor will help 9 <sup>th</sup> and 10 <sup>th</sup> graders develop and monitor progress towards semester, year- long and life goals and provide intervention for students who do not meet their goals. Immerse the students in a college going culture by participating in advisories and pre-college information workshops.	7. Identify students who have failed two or more classes at mid-point . GC and Advisory Teacher( s) will provide targeted case conferencing to keep students abreast of academic progress. Provide students with AIS and Regents Preparatory Activities	September 2014 – June 2015	1. Administration, Guidance Counselors, 9 <sup>th</sup> Grade Teacher Team, 10 <sup>th</sup> grade teacher team, Advisory Teachers and Parent Coordinator. and Advisory Teachers with curriculum.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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 receive Efficacy Advisory curriculum to deliver to advisory classes 2x week. Teachers will receive Efficacy professional development and training from Principal and Assistant Principal throughout the year. School leaders will facilitate student town hall meetings during advisory and SLT meetings to communicate data to students and parents.
4. 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.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
8. Specify a timeframe for mid-point progress monitoring activities.
  1. School leaders will conduct whole staff data review analyzing performance of student sub-groups January 2015.
  2. School leaders will monitor individual teachers’ data on Efficacy interim assessments especially for identified sub-groups as school’s bottom third. By January 2015 the bottom third sub-group for each grade % passing each core content area should be a minimum of 65%

**Part 6b.** Complete in **February 2015.**

9. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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10. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2014 Progress Report indicates we were below the 60<sup>th</sup> percentile as compared to our peer schools and city school for the weighted Regents pass rate for ELA, Science, Global Studies, and U.S. History. 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.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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 5% 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 3% increase in students earning 75 or higher on the ELA regents and 5% increase in students earning 80% or higher on the Integrated Algebra Regents

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>13. Strategies to increase parent involvement and engagement</li> <li>14. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ol style="list-style-type: none"> <li>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.</li> </ol>	<ol style="list-style-type: none"> <li>1. Review of teacher lesson plans to identify revised instructional strategies.</li> </ol>	1. September 2014 – May 2015	1. Assistant Principals, teacher team leaders, teachers

	Regular classroom environment walkthrough to observe evidence of adjusted instructional strategies and approaches.		
2. Teacher teams will design, implement and analyze Efficacy Interim assessments as vertical teams 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.	2. School leaders will monitor and post Cumulative Efficacy Interim Assessment given three times a year, December 2013, March 2014 and May 2014.	2.September 2014 -June 2015	2. Teachers and teacher leaders
3. Principal, Assistant Principal, Teacher Team Leaders 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.	3. 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.	3.November 2014- May 2015	3.Principal, Assistant Principals , Teacher Team leaders, teachers
4.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.	4.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.	4.November 2014-June 2015	4.Principal, Assistant Principals, teacher team leaders, teachers

	Using DOK analysis tool, assistant principals and principal will monitor rigor of performance tasks, PBL projects and assessments.		
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Use Tax Levy Maintain 2<sup>nd</sup> 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. 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.
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, instructional rounds conducted by administration, team leaders, teachers,
4. 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

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<b>X</b>	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- 1.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

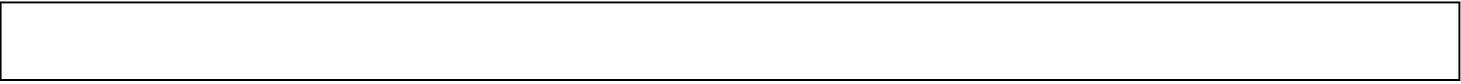
15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
16. Specify a timeframe for mid-point progress monitoring activities.

1. School leaders will monitor instructional rounds data and teachers ratings on component 3e, using Assessment in Instruction . By January 2015 at least 50% of teachers will be effective in component 3e
2. School leaders will monitor and post Cumulative Efficacy Interim Assessment given in January 2015

**Part 6b. Complete in February 2015.**

17.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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18. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

11. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
12. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2014 Progress Report and 2014 End of the Year Regents results indicate a decline in our students’ Regents exam results in ELA and Science. 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.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 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.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>21. Strategies to increase parent involvement and engagement</li> <li>22. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ol style="list-style-type: none"> <li>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.</li> </ol>	<p>On-going monitoring of specified components of each teacher based on classroom assessments. This includes an initial planning conference where</p>	<ol style="list-style-type: none"> <li>1. September 2014 – May 2015</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal, Assistant Principals, all teachers. Tax Levy and Title I SWP funds used to fund assistant principals</li> </ol>

	<p>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.</p>		
<p>2. School instructional leaders conduct instructional rounds every 6 weeks with a focus on research based strategies for establishing a culture of learning, questioning and discussion and engaging students in learning (mapped to Danielson's Framework)</p>	<p>Data report analysis for each instructional round. Monitoring of Feedback Classroom visits and student work products. 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.</p>	<p>2. October 2014 – May 2015</p>	<p>2.Principal, Assistant Principals, all teachers. Tax Levy and Title I SWP funds used to fund assistant principals</p>
<p>3. Monthly interdisciplinary professional development meeting facilitated by Principals and Assistant Principals focused on designing and implementing rigorous tasks aligned to CCLS and instructional strategies to foster student centered discussion and engagement.</p>	<p>Agendas, notes, and student work from professional team meetings</p>	<p>3. September 2014 – May 2015</p>	<p>3. .Principal, Assistant Principals, all teachers. Tax Levy and Title I SWP funds used to fund assistant principals</p>
<p>4. 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. Teachers will receive a written feedback report including next steps after each instructional round.</p>	<p>On-going monitoring of instructional round feedback during post-observation</p>	<p>4. September 2014 – May 2015</p>	<p>4.Principal, Assistant Principals, all teachers. Tax Levy and Title I SWP funds used to fund assistant principals</p>

	conferences and/or observation reports for informal and formal observations. Instructional feedback sessions follow-up reports/memos		
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Cabinet meetings 3x week, monthly network meetings for principals and assistant principals, 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. Principal and Assistant Principals will collaboratively review findings from each instructional round. Data will be shared with teachers during 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.
3. Tax Levy Fair Student Funding to release teachers to complete group peer-based inter-visitations.
4. Cabinet Meetings used to review Cumulative MOTP ratings- monthly. Mid –Year qualitative review of teacher practice.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
24. Specify a timeframe for mid-point progress monitoring activities.
12. 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.
13. By February 7, 2015 administrative team will review qualitative data report of Danielson’s components for each teacher and revise individual teacher plan and targeted coaching sessions.
14. By Mid- March 2015 teacher teams will participate in a mid – year review of performance tasks

**Part 6b.** Complete in **February 2015.**

25.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
26.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 2014 Progress Report indicates that the average scores for ELA and Algebra I regents examinations are 67 and 62. Our schools average scores are below college-readiness scores. In an effort to promote college-readiness in the classroom through our instructional focus: Intellectual student engagement, as well as college-readiness scores in math and ELA we need to improve parent and community engagement through the use of our on-line data communication system, ECHO.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% teachers will receive echo training to increase the use of technology in assisting scholars in attaining college-readiness scores on their regents examinations in ELA and Math. This will be reflected in a 5 % increase in teachers utilizing echo as a tool to engage and involve parents in supporting the use of technology to promote student achievement and 21<sup>st</sup> century skills

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>29. Strategies to increase parent involvement and engagement</li> <li>30. Activities that address the Capacity Framework element of Trust</li> </ol>			
<ol style="list-style-type: none"> <li>1. On-going professional development and coaching from school technology coordinator</li> </ol>	<ol style="list-style-type: none"> <li>1..Agendas, notes, and feedback reports from technology coordinator</li> </ol> Administrative team will review data reports generated from echo	September 2014 – June 2015	Technology Coordinator, Teachers

2. School leaders will collaborate with PTA, Parent Coordinator, Technology Coordinator to develop a series of workshops for the parents around utilizing ECHO to communicate with the school stakeholders to support student achievement.	2. Agendas, notes, and student work posted on echo. Administrative team will review data usage report form parents, and data collected from parent surveys	September 2014 – May 2015	Principal, Assistant Principals, PTA president, Parent Coordinator, Technology Coordinator
3. Two professional development sessions facilitated by New Tech Network on the implementation of echo in the classroom and the proper use of technology to engage students.	3. Administrative team will review qualitative data from instructional rounds, agendas, student work,	5. September 2014, November 2014	Principal, Assistant Principal, New Tech network liaison
4. Assistant Principals and Principal will conduct walkthroughs with feedback sessions that include written feedback on the use of technology to engage students in intellectual inquiry	4. Administrative team will review qualitative data from instructional rounds, feedback reports,	6. September 2014– May 2015	Principal, Assistant Principals, teachers

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Tax levy Fair Student funding and Title I SWP allocated to staff two assistant principals to conduct walkthroughs and provide individualized support to teachers.
2. Tax levy Fair Student Funding for ECHO online data system
3. Tax Levy Fair Student Funding to release teachers to work with Technology Coordinator for coaching
4. Cabinet Meetings used to review ECHO usage reports, qualitative data review of teacher practice.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
32. Specify a timeframe for mid-point progress monitoring activities.

1. By March 31, 2015, 45% of teachers will be utilizing ECHO to promote parent engagement and/or utilizing technology to engage students in intellectual inquiry.
2. By February 7, 2015 administrative team will review qualitative data from instructional rounds

**Part 6b. Complete in February 2015.**

33. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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34. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Identified by Teacher	Tutoring for struggling students.	Small Group	Service is provided after school on Tuesdays
	Students who are failing more than one course	Academic Conferences with guidance counselor, teachers and parents as needed during each marking period.	1 students & parent per grade team/ guidance counselor conference.	Provided before school and during school.
	Identified as At-Risk by teachers	Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.	One-to-One and/or small group	During the school day. Three times a year for a total of 3 weeks.
Students who are not reaching proficiency based on Efficacy data	Regularly scheduled Re-teaching instructional blocks after administering Cumulative Efficacy Assessments.  Seniors who need to recover ELA credits are	Whole class instruction; differentiated groups based on data analysis.	Students meet four times a week.	

	<p>Seniors who are missing ELA credit</p> <p>Seniors who failed ELA regents</p>	<p>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>Whole Group facilitated by teacher.</p> <p>Whole Class instruction</p>	<p>During the regular day.</p> <p>During the regular day.</p>
<b>Mathematics</b>	<p>Identified by Teacher</p> <p>Students who are failing more than one course</p> <p>Identified as At-Risk by teachers</p> <p>Students who are not reaching proficiency based on Efficacy data</p>	<p>Tutoring for struggling</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>Small Group</p> <p>1 students &amp; 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</p>	<p>Service is provided after school on Tuesdays</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 four times a week.</p>

	Seniors who are missing Math credit	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.	data analysis.  Whole Group facilitated by teacher.	During the regular day.
	All 9 <sup>th</sup> Grade students	9 <sup>th</sup> graders receive extended day math course, mathematical modeling focused on CCLS and rigorous algebraic problem solving.  After-school tutoring for Algebra II and Trig students, Pre-Calculus & Trig and Calculus students.	Whole Class instruction	During the regular day.
	All Algebra II/Pre-Calculus and Calculus students		Whole Class instruction	After-school program
<b>Science</b>	Identified by Teacher	Tutoring for struggling students identified by teachers.	Small Group	Service is provided after school on Tuesdays .

	<p>Students who are failing more than one course</p> <p>Identified as At-Risk by teachers</p> <p>Students who are not reaching proficiency based on Efficacy data</p> <p>Seniors who are missing Science credit</p> <p>Students who are missing lab requirement</p> <p>Seniors who did not pass living environment regents</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>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 are programmed for a Regents Earth Science class.</p> <p>Sophomores who</p>	<p>1 student &amp; 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 Group facilitated by teacher</p> <p>Whole Class instruction</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 four times a week.</p> <p>After-school program</p> <p>During the regular day.</p> <p>During the regular day.</p>
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	10 <sup>th</sup> Grade students who did not pass living environment	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.	Whole Class instruction	During the regular day
<b>Social Studies</b>	Identified by Teacher	Tutoring for struggling students identified by teachers.	Small Group	Service is provided after school on Tuesdays
	Students who are failing more than one course	Academic Conferences with guidance counselor, teachers and parents as needed during each marking period.	1 students & parent per grade team/ guidance counselor conference.	Provided before school and during school.
	Identified as At-Risk by teachers	Academic Recovery program – opportunity to resubmit or redo work using teacher feedback three weeks into marking period if identified as at-risk of failing by teacher.	One-to-One and/or small group	During the school day. Three times a year for a total of 3 weeks.
	Students who are not reaching proficiency	Regularly scheduled Re-teaching instructional blocks after administering	Whole class	Students meet

	<p>based on Efficacy data</p> <p>Seniors who are missing Social Studies credit</p> <p>Students who failed U.S. or Global regents</p> <p>Juniors who failed Global History regents</p>	<p>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 in Spring 2015</p>	<p>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>four times a week.</p> <p>Meets during the regular day. 4X week.</p> <p>During the regular day</p> <p>After-school and on Saturdays</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Bottom third and/or at risk of failing a regents and/or a course</p> <p>Any student who has an attendance rate below 70%</p> <p>Students who failed one or more courses</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</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>

	Students who failed one or more courses	struggling at-risk Juniors twice a year.  Academic conferences with at-risk sophomores conducted twice a year.	One-to One	Provided during the school day.
	Any student who received a suspension	Guidance/Academic conferences conducted for every suspension conference.	One –to-One	Provided during school day.
	Any student who is over-age and at-risk and failing one or more courses	Planning Interviews for over-age and at-risk students who are not progressing.	One-to-One	Provided during school day.
	Any student with an IEP who received a superintendent suspension	Psychologist conduct triennials and MDR's for students who have received a superintendents' suspension.	One – to SBST team	Provided during school day.
	Any student who is designated for counseling based on their IEP classification	Guidance counselor provides regularly scheduled individual and group counseling to students with an IEP.	One-to –One and small group.	Provided during school day.
	Any students who receives a suspension	Guidance Counselor also provides counseling for students who receive principals' suspension or superintendent suspension.	One-to One	Provided during school day.
	Any student who has a conflict with another student	Guidance Counselor, Dean and Assistant Principal provides mediation and	One –to-One and small group.	Provided during school day.

		conflict resolution services for students as needed.		
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## Section 7: Title I Program Information

**Directions:**

4. All schools must indicate their Title I status in Part 1
5. All elements of the *All Title I Schools* section must be completed in Part 2
6. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
7. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
8. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
9. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. 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 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 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.

**2b. 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 Assistant Principals 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 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.

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.

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

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.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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 9/2/14. Each teacher received their scholarship data, regents passing rate data disaggregated by subgroups for school year 2013-2014 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.

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$177,864	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2,232,123.00	x	

<sup>1</sup>**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

4. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
5. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

6. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
7. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
8. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
9. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
10. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the

participation of parents and communities of limited English proficient children in English language instruction programs.

11. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

12. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
13. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
14. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
15. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

**[School name]**, 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 [i](#).

## Part I: School ELL Profile

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

District <b>29</b>	Borough <b>Queens</b>	School Number <b>248</b>
School Name <b>Queens Preparatory Academy</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Ms. Tashon Haywood</b>	Assistant Principal <b>Ms. Rhonda Jeffrey</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Rosa Hamlet</b>	Guidance Counselor <b>Maria Velez</b>
Teacher/Subject Area <b>Dawood Abdul Hameed, English</b>	Parent
Teacher/Subject Area <b>Gardy Alabre, Math</b>	Parent Coordinator <b>Stephanie Smiley</b>
Related Service Provider <b>Stacy Palmer</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Malika Bibbs</b>	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>										0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE										5	6	5	3	19
SELECT ONE										0	0	0	0	0
<b>Total</b>	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL										0

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	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
<b>TOTAL</b>	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	
	ELL	EP	ELL	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	
<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	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
<b>TOTAL</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>6</b>								

## 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
Intermediate(I)										2	0	0	0	2
Advanced (A)										1	1	2	1	5
Total	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>8</b>								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	3	0	1	0
Geography	0	0	0	0
US History and	1	0	0	3
Foreign Language	0	0	0	0
Government	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:**

- 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 [AMAQ 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 questions 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.   
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 as indicated 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 1 ESL 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 in each testing results that have been analyzed, students are given a learning style survey in which the ELL teacher glean 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 given 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 frequent 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, in their first and second languages. Draw on effective 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 multiple 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 tutoring, and lunch time readings with a teacher or a peer buddy. Students also have the opportunity to participate in extended day activities such as after-school and Saturday extended day classes and regens preparation and tutorial sessions to help them to further 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 of their 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 and use 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 examining each others 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 of 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 activiies 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 oplement 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 sudeessful 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 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-SWDs within the least restrictive environment includes weekday; after-school programs and Saturday programs including the Liberty Partnerships college bound program at St. John's University on Saturdays. Students who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instructional 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 computer assisted instruction.

**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:	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 all ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all 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.
- 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 benchmark 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 glossaries 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?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - 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. Paste 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**

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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.

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

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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.

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.

