

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: SCHUYLERVILLE PREPARATORY ACADEMY

DBN (i.e. 01M001): 08x348

Principal: ROBERTO R. OSSORIO

Principal Email: ROSSORIO@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Roberto Ossorio	*Principal or Designee	
Sam Noel	*UFT Chapter Leader or Designee	
Iris Guzman Yanira Fernandez	*PA/PTA President or Designated Co-President	
Martin Diaz	DC 37 Representative, if applicable	
Alyson Guzman Amanda Figueroa Justin Garcia	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Wendy Garcia	Member/Parent	
Naomi Hamilton	Member Parent	
Tanisha Ravenell	Member/ Parent	
Rafael Figueroa	Member/ Parent	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

Throughout the 2014-2015 school year, our grade and content teams will continue to work together to develop rigorous and coherent CCLS aligned curricula that takes the NYC instructional shifts into account, resulting in a 5% increase in our Regents pass rate for June 2015.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

84% pass rate on IA Regents, but only 24% at College Readiness Threshold
93% pass rate on LE Regents

Instructional Strategies/Activities

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

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

1. Student Achievement/Teacher Instructional meetings
2. Portfolio Collaboration Team meetings
3. Weekly Professional Learning
4. Portfolio Collaboration Team
5. Open School Night/Curriculum Night
6. Formal and informal observations with timely feedback and support for teachers

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

1. Principal,
2. Assistant Principals,
3. Dean of Academics and Instruction and Culture and Community Engagement
4. Teachers,
5. Guidance Counselor

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

1. Increase in scores on simulation exams throughout the Prep program
2. Increase in scores on simulation exams

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

1. September 2014 – June 2015

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

Principal, AP, Dean of Culture and Community Engagement, Dean of Academics and Instruction, Guidance Counselor, Attendance Coordinator, Teachers, Parent Association, purchase of license for Jupiter On-Line Grading System (\$550.00), purchase of School Messenger Service (\$148.50 per year)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

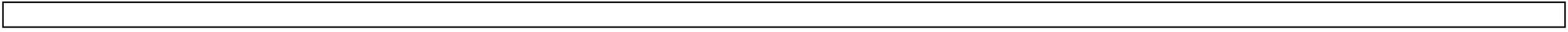
Parents are informed about all programs and the need of their child to attend via back-pack notices, individual letters mailed and sent to the home with the child and via our on-line grading system

Budget and Resource Alignment

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

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



List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

During the 2014-2015 school year, ongoing professional development will be provided so that teachers may collaborate on the creation, development and roll-out of our ICT Portfolio Based Assessment System with the goal of increasing overall credit accumulation and the Regents pass rate for our students presently ranked in our lowest third by 5%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

33.3% of students in school's lowest third earned 10+ credits in SY 2013-14

Instructional Strategies/Activities

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

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

1. Homework Recovery Periods
2. After-School Literacy Support
3. AM/PM Tutoring
4. Blended Learning and On-Line Academic Support
5. Student Achievement & Teacher Instructional Team
6. Weekly Professional Development
7. Pupil Personnel team

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

1. Principal, AP, Guidance Counselor, Dean of Academics & School Culture
2. Math, Science, Social Studies Teacher, Special Education Teacher, ELA Teachers, ESL Teacher, Math Teacher
3. I-Learn Coordinator
4. Attendance Coordinator

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

1. Increase student homework completion rates and overall course passing rates
2. Increase student Lexile scores and overall course passing rates
3. Increase student outcomes on in-class assessments and overall course passing rates
4. Increase student outcomes on in-class assessments and overall passing rates
5. Increase teacher effectiveness based on HEDI scale of Danielson Rubric in Domains 1 and 3
6. Increase teacher effectiveness based on HEDI rubric in Domains 2 and 4

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

1. September 2014 to June 2015

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

Principal, AP, Dean of Culture and Community Engagement, Dean of Academics and Instruction, Guidance Counselor, Attendance Coordinator, Teachers, Parent Association, purchase of license for Jupiter On-Line Grading System (\$550.00), purchase of School Messenger Service (\$148.50)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are informed about all programs and the need of their child to attend via back-pack notices, individual letters mailed and sent to the home with the child and via our on-line grading system

Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

During SY 2014-2015, the school will work towards improving and increasing opportunities for parental and outside community engagement so that all members of the school community feel welcomed and encouraged to engage with any member of our school faculty and/or staff with the goal of improving our overall attendance by 4%.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Attendance for SY 2013-14 was 89.6% Parents and student families are at the foundation of the success of a student's education. In order to be able to support their child and ensure that we meet their social-emotional needs as well as their educational needs it is vital that parents are able to regularly communicate and have access to all their teachers and other support personnel.

Instructional Strategies/Activities

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

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

1. Jupiter on-line grading system
2. School Messenger
3. Monthly Progress Reports
4. Back pack and On-Line Notices
5. School Web-site
6. Translated notices
7. Regular outreach to parents of English Language Learners and Students with Disabilities
8. Open School Night
9. Parent Association Meeting
10. Family Handbook & Calendar
11. Daily outreach to parents regarding absence or lateness of student by attendance coordinator including messaging system
12. Regular outreach to parents of students missing homework assignments and/or in danger of failure
13. Daily outreach to parents as related to disciplinary referrals

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

1. Principal, AP, Dean of Academics and Instruction, Community Engagement
2. Dean of Culture and Community Engagement
3. Special Education Coordinator and Teachers, ESL Coordinator, Guidance Counselor, School Aides
4. Teachers

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

1. 80% of students and their families are accessing the Jupiter-on-line grading system on a monthly basis by the end of February 2015

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

1. September 2014 – June 2015

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

1. Principal, AP, Dean of Culture and Community Engagement, Dean of Academics and Instruction, Guidance Counselor, Attendance Coordinator, Teachers, Parent Association, purchase of license for Jupiter On-Line Grading System (\$550.00), purchase of School Messenger Service (\$148.50)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents are informed about all programs and the need of their child to attend via back-pack notices, individual letters mailed and sent to the home with the child and via our on-line grading system

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Blending Learning Activities, Students with a grade average of 70% or below	Remediation: 1:1 and small group	After-school, Study Skills for Graduation Period & Lunch Period
Mathematics	Blending Learning Activities Students with a grade average of 70% or below	Remediation: 1:1 and small group	After-school, Study Skills for Graduation Period & Lunch Period
Science	Blending Learning Activities Students with a grade average of 70% or below	Remediation: 1:1 and small group	After-school, Study Skills for Graduation Period & Lunch Period
Social Studies	Blending Learning Activities , Students with a grade average of 70% or below	Remediation: 1:1 and small group	After-school, Study Skills for Graduation Period & Lunch Period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher, parent or self-referral	Remediation: 1:1 and small group and/or family	After-school, Study Skills for Graduation Period & Lunch Period

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
As a new school that continues to grow and develop with a focus and adherence to its mission; the recruitment, retention and continuous development of highly qualified teachers is a priority at Schuylerville Prep. The retention of our core group of founding teachers is essential as we grow to full capacity. Their involvement and input with regards to decision making at the school through our teacher consultation committee is a vital aspect of this. Recruitment of highly qualified teachers will be based on the needs of the school and its students, various avenues such as top notch teacher preparation programs at many of our in and out of state colleges, Teach for America and the Teaching Fellows program will be tapped into to recruit our future teachers. Lastly we will look at how to continually improve our school's professional learning programs (Student Achievement/Teacher Instructional meetings, weekly Professional Learning, Collaborative Teacher Team meetings) to ensure that our teachers are improving their craft and providing our students with highly effective instruction on a daily basis to prepare them for college.

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).
<ul style="list-style-type: none"> • Student Achievement/Teacher Instructional Meetings (SATI) – meetings to examine the impact of teacher instruction (unit & lesson planning, CCLS and Danielson alignment) on student achievement which takes place during Period 1 on a rotational basis between individual teachers and instructional leaders • Collaborative Grade Team Portfolio Meetings – grade team meetings designed to examine student data and the development of a new portfolio assessment system with the goal of supporting ICT classes and struggling students • Friday Professional Learning – professional learning designed around the school's instructional focus (Portfolio Assessment System & Developing Great Thinkers) along with the instructional development needs identified by the school's teacher consultation and professional learning committee

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
na

TA Schools Only

Use of Program Resources

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

Although we are only in our second year, we still provide academic and socio-emotional supports so students stay on track (to earn 10+ credits keeping them on track for graduation). And student data (attendance, performance, behavior, etc.) We work with parents and families to ensure that we are meeting all the needs of our students and everyone has real time data on student progress/success.

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).

As we are a second year school we are in the process of implementing rigorous, engaging, and CCLS aligned curricula for the ninth and 10th grade. All special education students are currently mainstreamed and are provided all required services. However, all curricula is differentiated and allows for multiple points of entry.

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children

who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 8	Borough Bronx	School Number 348
School Name Schuylerville Preparatory High		

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 Roberto Ossorio	Assistant Principal Dr. Bennie Cancel
Coach type here	Coach type here
ESL Teacher Marla Toscano	Guidance Counselor Ingrid Paulino
Teacher/Subject Area type here	Parent Iris Guzman
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
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)	95	Total number of ELLs	15	ELLs as share of total student population (%)	15.79%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In										3				3
self-contained										3				3
Total	0	0	0	0	0	0	0	0	0	6	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	6	ELL Students with Disabilities	6
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	5

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	6		0	4		2	5		4	15

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	
Total	6	0	0	4	0	2	5	0	4	15
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														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14				14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	15	0	0	0	15								

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)										6				6
Intermediate(I)										6				6
Advanced (A)										3				3
Total	0	15	0	0	0	15								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										1			
	A										3			
	P										3			
READING/ WRITING	B										2			
	I										2			
	A										3			
	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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

- 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.
At the moment, we are using the NYSESLAT results. This data has helped us to separate the ELLs into instructionally appropriate levels.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Across all the NYSESLAT levels there seems to be a general weakness in writing skills, except for the advanced students. They appear

to be weaker in the area of reading comprehension. And, as expected, the beginners are weak in all areas, but especially in the speaking and listening skill parts.

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](#))

All four areas are addressed in each lesson with an emphasis on listening/speaking in their ESL class and on reading/writing in the English class. Students are required to use their ESL class time to speak only in English and to help each other, only as needed, in their native language to assist one another. All four areas of instruction are stressed since they are critical to the language acquisition of our students. AMAQ will be a good tool for future reference.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

We are a new school, so we have not yet done periodic assessments. But as a result of the NYSESLAT scores, we are in the process of grouping the students based on their English and content area proficiency levels. The ELL's are getting the instruction they need in self-contained classes. Their language skills transfer over to the content areas of math, science, history, etc. and thus they are being level-grouped accordingly.

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?

As a result of the NYSESLAT scores, we have grouped the students in self-contained ELL classes based on their English scores. We have also ability grouped them based on their content area proficiency levels using prior State tests and teacher discussions on PD days. The ELL's are getting the instruction they need in these self-contained classes. Their language skills transfer over to the content areas of math, science, and history where they have a push in ICT teacher and where they are being level-grouped accordingly. They also have a blended learning class where they can synthesize information from all their subjects.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

As we are a brand new school, we will be assessing our data based on demonstrated growth patterns year to year on NYSESLAT as well as scores on State tests and classroom exams.

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](#).)

The intake interviews are conducted by the ELL Coordinator who is a certified ESL instructor. The HLIS is given to all students who are new entrants into the system (code 058.) If the home language is English the student enters the general education population. If the student answers "Yes" to one question in numbers 1 - 4 and two questions in 5 - 8 they are eligible to take the LAB-R, part B. The test is administered in accordance with the policies written in the Chancellor's Memorandum #2 dated 8/26/13 and must be administered within 10 days of registration. They are placed accordingly, as per the score breakdown. If they test proficient (with

a score of 51 or better) they are not entitled and will receive a non-entitlement letter. If they score a "B, I, or A" they will be placed into free-standing ESL classes and an entitlement letter will be sent home. Their status will also be entered into the ATS screen via the ELPC screen. If Spanish is the home language and they are entitled to receive services they will receive the Spanish LAB, as well. An interpreter is provided in the event the child or child's parents do not speak English. If their native language is spoken among the staff, one is provided on the spot; if not, the Translation and Interpretation Unit is called for help. Also, the video is shown for further clarification.

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.
Ideally, upon intake, the parents are given time to watch the video by the ELL Coordinator who is a certified ESL instructor. Then they fill out the Parent Survey and Program Selection forms. If, for some reason, they cannot watch the video during the intake process, we try to call them and get them to come in to do so because their program selections must be entered within 20 days into the ATS system. We are a new school and have only a free-standing ESL program at the moment. If we get 20 parental preferences in one grade level we will follow protocol and try to offer that program and notify the parents who requested it.
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 [\[see tool kit\]](#).)
The ELL Coordinator determines who is eligible to receive continued ELL services by referring to the NYSESLAT. If the student is entitled to receive services the continued entitlement letters are sent home via mail. In addition, copies are given to the students to take home and a copy is also given to the parent at P/T conferences. Copies are kept in the students' permanent file as well as the ELL Coordinator's file cabinet which is locked. If it's a new intake and they are required to receive ELL services based on the results of the LAB-R's, the entitlement letters are sent home via mail, with the students, and a copy is issued to the parent at the P/T conference. They are filed into the ELL Coordinator's locked cabinets. A copy also goes into the student's permanent file. The Parent Survey and Program Selection Forms are filled out upon intake. The originals are kept in the students permanent files, a copy in the ELL Coordinator's files (locked) and a copy goes into a binder for easy office reference. For students who are not new to the system, their parental preferences are available on ATS on the RELC report.
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.
Entitlement and continued entitlement letters are sent home via mail or are given to parents and students in their native language. In addition, staff members who speak their language are on hand to translate comminiques. If no one speaks the student's home language, then the office of interpretation assistance will be called to translate. Placement letters are maintained in the students permanent files as well as the ELL Coordinator's files. New intakes' Parent Survey Results are entered into the ELPC screen in ATS within 20 days of enrollment. It is explained to parents at the intake process that we are a free standing ESL program. If they wish to be in a TBE or Dual Language Program every effort will be made to accommodate them by contacting the OELL to enact a transfer rather than be placed at our school as per their results on the Parent Survey and Selection Form. Once the child's placement is determined the schools send parents a placement letter indicating the program in which their child has been placed.
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.
Students will be given ample space and time to complete their tests in a quiet place, free from interruptions. Necessary materials will be supplied. Students will be given their bubble sheets and instructed accordingly. Instructions will be read and attempts will be made to reach out to all those who were "absent" for certain sections of the test. Test days and times will be done in accordance with whatever comes down from the State and all regulations will be adhered to. The Listening section will require a "loud" DVD player and will be timed.
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. 
We are a new school and have had only one new intake. That person's family chose a free-standing ESL program; however, future family needs and program offerings will be based on student demand. If we get 20+ intakes at the same grade level who are interested in a TBE program than we will contact our network to pursue that venue. Or, if we find ourselves with 20+ students whose parents opted for that program, as per the ATS screen, we would try to put that program into place. At the moment; however, we only have 15 students.

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])?

We have self-contained ESL classes based on their NYSESLAT levels (B, I, A) and for their English component, the beginners have a self-contained class with their ESL teacher, the intermediates have a self-contained class with their ESL teacher and an ELA/literacy teacher, and the advanced students have their English class with an ELA teacher. The students have self-contained, level based ESL classes, along with push in content area classes. The beginners receive 540 minutes of ESL instruction per week; the intermediates - 360 minutes; and the advanced 180 minutes of ESL and 180 of ELA, all in accordance with CR Part 154.

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)?

The beginners receive 540 minutes of ESL instruction per week; the intermediates - 360 minutes; and the advanced 180 minutes of ESL and 180 of ELA, all in accordance with CR Part 154.

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.

Instruction is delivered in English in the content areas in accordance with the CCLS. If doable the instructor provides translation in the student's native language if deemed necessary and in certain cases there is peer support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Upon entering if the student is administered the LAB-R and requires ESL as a result of hand scoring, he is administered the Spanish Lab if his native language is Spanish. Qualifying students take Regents in their native language, if preferred.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
They are always being assessed in their ESL and content area classes usually via written evaluations. Teachers also assess speaking, listening, and reading through CCLS aligned assessments.
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).

Students are appropriately placed in self-contained classes based on their level of proficiency according to NYSESLAT. We have one SIFE student and she is in the beginner class. Former ELL's who have tested proficient are still entitled to have extra time on their State exams like the NYS Regents. Some of our students are long term ELL's, but they are also SWD's, so they are placed into ICT classes. All other ELL's receive their core classes with their ESL teacher as a push-in instructor in addition to their content teacher. They also have a literacy through Latin course and a blended learning class and differentiation is achieved through class groupings and written assignments. They receive tutoring as needed. Struggling students are paired with other native language speakers in the classroom for assistance. We don't have former ELL's since this is our first year.

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?

Teachers use multi-sensory approaches such as: videos, power points, SMART boards, cuts-outs, paste-ons, kinesthetic techniques, lots of hands on activities , flash cards, textbooks, etc

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

Our school uses the ICT model to achieve learning objectives of the IEP student and tutoring.

Courses Taught in Languages Other than English

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

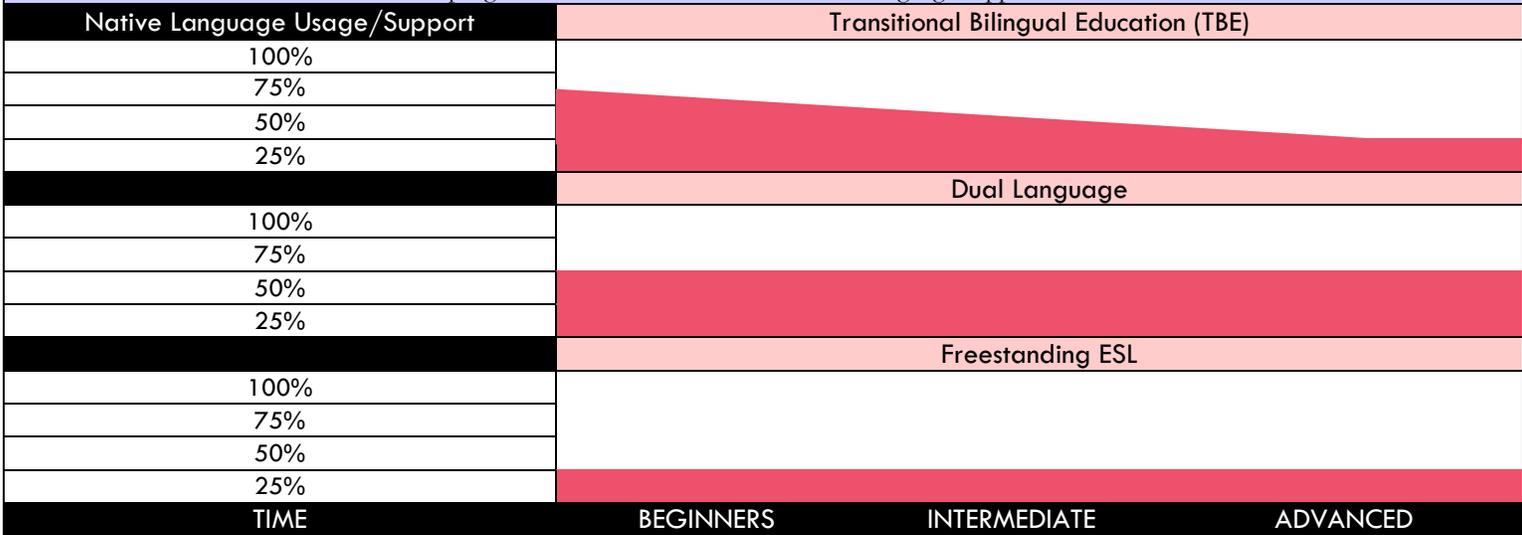
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
Content area classes are taught in English. Students are grouped by ability level, so their needs are addressed as a group; whereby, they are all on the same page in terms of their cognitive functioning. If individual intervention is needed, these issues can be addressed in their ESL classes, blended learning, additional ELA class, and after school assistance.
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 ESL teacher is made aware of what the content area teachers are teaching and can plan her lessons with this content in mind. Also, the ESL classes are grouped by ability so that content can be delivered simultaneously with curriculum context.
11. What new programs or improvements will be considered for the upcoming school year?
Bilingual instruction.
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Our ELL's are released at the same time as everyone else. They are welcome to join any team or club that our campus has to offer.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
They are SMART boards in most classrooms, computers for all staff and students are on order and, books are on line or can be ordered.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is delivered via verbal instruction where the teacher is fluent in that language and through the use of glossaries to help Spanish speaking students look up unfamiliar words.:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
As stated before the SWD's get their services through the ICT model of instruction. The ELL's have the required amount of instruction provided by a certified teacher under NYS law.
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.
The ELL's are encouraged to join any and all campus teams, groups, or activities that they might find interesting. Notices for such as posted in the hallways and in the classrooms.
18. What language electives are offered to ELLs?
We offer literacy through Latin.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

C. Professional Development and Support for School Staff

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

1. Professional Development for ELL personnel at the school is tied into aligning instruction to the Common Core Learning Standards and the Danielson Instructional Framework. Our weekly sessions meet every Friday beginning in October thru May, excluding holidays. The approximate dates and content are as follows: 10/4, 10/18, 10/25, 11/1 - UBD: Deconstructing MOSL Baselines 3D - Using Assessment in Instruction; 11/8 - Intro to Blended Learning; 11/15 - Rhetoric - Designing CCLS Aligned Real World Performance Tasks; 11/22 - Logic & Debate & Danielson's Domain 3B: Using Questioning & Discussion Techniques; 12/6 - Formulating Grade Level CCLS Aligned Rubrics; 12/13 - Differentiation Providing Entry Points Throughout the Trivium for All Learners; 1/3/14 - Designing a CCLS Aligned Final Exam; 1/10 - CCLS - Literacy Across All Content Areas: Reading; 1/17 - CCLS - Literacy Across all Content Areas: Writing; 1/24 - CCLS Across all Content Areas: Speaking. Other PD Topics are forthcoming.

2. Professional Development occurs every Friday afternoon from 1:20 to 3:20 where teacher's of ELLs have the opportunity to interact with their core content colleagues and share information regarding their students, including curricular design and delivery.

3. N/A

4. The 7.5 hours of PD as per Jose P. are embedded into our weekly PD sessions. We also embed at least 1 hour of direct PD into our sessions during the summer and Chancellor's Conference days. Records are maintained via sign-in sheets which are kept by our payroll secretary.

D. Parental Involvement

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

We have parent/teacher conferences bi-annually in which we encourage parents to attend. We also have workshops on "Jupiter" our school's internet grading system to educate the parents on how to take advantage of it. We also use this computer system to communicate with parents on an as needed basis as to their child's daily school performance. We evaluate the needs of parents by on line and hard copy surveys, PA meetings, and face to face conferences. The Parent Association plays an integral role in advocating for our ELL's and their families. Parents have the assistance of the NYC Department of Education's Translation and Interpretation Unit or the OELL as well as any outside vendors the DOE partners with that can provide translation assistance. All they have to do is point to a posted sign that indicates their language of preference when they come in our office. Our Parent Coordinator is in charge of all parent volunteers when it comes to working school events.

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.

Programs are designed with the surveyed needs of the parents as a basis. We are also taking part in Fordham University's Upward Bound Program. As stated before, our PA Association has bilingual parents who are strong advocates for the needs of our ELL's.

Part VI: LAP Assurances

School Name: Schuylerville Preparatory High

School DBN: X348

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Roberto Ossorio	Principal		11/15/13
Dr. Bennie Cancel	Assistant Principal		11/15/13
	Parent Coordinator		1/1/01
Ms. Marla Toscano	ESL Teacher		11/15/13
Iris Guzman	Parent		11/15/13
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ingrid Paulino	Guidance Counselor		11/15/13
	Network Leader		1/1/01
	Other _____		1/1/01