

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

23K697

School Name:

TEACHERS PREPARATORY HIGH SCHOOL

Principal:

CARMEN SIMON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Teachers Preparatory School School Number (DBN): 23K697
6-12
Grades Served: _____
School Address: 226 Bristol Street
718 498-2605 718 345-8069
Phone Number: _____ Fax: _____
School Contact Person: Carmen Simon Email Address: CSimon6@schools.nyc.gov
Principal: Carmen Simon
Shereen Springer
UFT Chapter Leader: _____
Sasha Phillips
Parents' Association President: _____
Marie Clarke
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sasha Phillips
Vacant
Student Representative(s): _____

District Information

23 Brooklyn & Queens
District: _____ Superintendent: Karen Watts,
High School Superintendent
1396 Broadway, Room 110
Brooklyn, NY 11221
Office: 718 455 4635
Superintendent's Office Address: _____
KWatts@schools.nyc.gov
Superintendent's Email Address: _____
Office: 718 455 4635 718 455 4684
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Brooklyn
BFSC: _____ Director: Bernadette Fitzgerald
131 Livingston Street, Room 501
Director's Office Address: _____
B Fitzge2@schools.nyc.gov
Director's Email Address: _____
718-935-3954 Fax: **(718) 935-3362**
Phone Number: _____ Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Carmen Simon	*Principal or Designee	
Shereen Springer	*UFT Chapter Leader or Designee	
Sasha Phillips	*PA/PTA President or Designated Co-President	
Schellana Cook	DC 37 Representative (staff), if applicable	
Sasha Phillips	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tiffany Lawson	CBO Representative, if applicable	
Mahogany Rouse	Member/Parent	
	Member/ Parent	
Edith Outlaw Bey	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mabel Nelson	Member/ Parent	
Sandra Nelson	Member/ UFT	
Schellana Cook	Member/ DC37	
Claude Bertin	Member/ UFT	
Marie Clarke	Member/ Parent	
Sydneta McCurdy	Member/ Student	
JaNya Morain	Member/ Student	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Teachers Preparatory School

Our Mission

We are dedicated to creating an environment that fosters optimism, creativity, critical thinking, and lifelong learning. We will prepare tomorrow's educational leaders by modeling superior instruction in our teaching and by developing social efficacy skills through meaningful interactions with positive adult role models. Through curriculum and instruction that are challenging and rigorous, we will maintain high academic standards that satisfy requirements for the Regents diploma and prepare students for higher learning.

Our Vision

We are a school that fosters academic excellence and prepares future community leadership. Within our school community, adults and students communicate with genuine respect, effectively manage conflict, respect judgment, and learn and grow together. Teachers maintain high expectations for student achievement and students understand and meet these expectations. By understanding and meeting these expectations, our students prepare for entrance into competitive teacher education colleges and subsequently into teaching and leadership careers.

As a result of low enrollment we have lost several key faculty members. Providing guidance to students has been a long term struggle for us as a community. As a result, we have created content specific advisory classes that will attract students based on interest. We are hoping to have teachers and groups of students who have common interests paired for a period of 1 to 4 years based on where students are in their educational careers. The goal is that the advisors will have an opportunity to get to know the students well. Advisory classes may include foci as Double Dutch, music, art, dance, sports, National Honor Society or community service.

The special population at our school is our students with special needs. This population struggles with attending to rigorous assessments and generally has low expectations.

The elements of the Framework for Great Schools in which we made the most progress over the past year were **The Supportive Environment** . Our key areas of focus for this school year are **Collaborative Teachers and Rigorous Instruction**.

23K697 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	394	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	15	# Music	N/A	# Drama
# Foreign Language	12	# Dance	3	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	74.6%	% Attendance Rate		83.6%
% Free Lunch	74.0%	% Reduced Lunch		5.5%
% Limited English Proficient	2.4%	% Students with Disabilities		17.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		85.2%
% Hispanic or Latino	13.8%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White	0.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.11	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		14.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.92
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	14.3%	Mathematics Performance at levels 3 & 4		16.5%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		46.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	72.1%	Mathematics Performance at levels 3 & 4		72.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	73.9%	% of 2nd year students who earned 10+ credits		76.3%
% of 3rd year students who earned 10+ credits	60.7%	4 Year Graduation Rate		67.0%
6 Year Graduation Rate	86.7%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

TPS Average Middle School Proficiency in ELA and Math Compared to Our Peers and the City

	TPS	Peers	City
ELA	2.32	2.41	2.42
Math	2.36	2.49	2.45

Source: NYC Quality School Guide 2013-2014

TPS Middle School Median Adjusted Growth Percentile

	TPS	Peers	City
ELA	54	61.9	63.4
Math	46	62	61.3

Source: NYC Quality School Guide 2013-2014

Our Middle School Trends By Grade Mean Score

	ELA		Math	
	2013	2014	2013	2014
Grade 6	285	281	Grade 6	294 287
Grade 7	289	291	Grade 7	303 287
Grade 8	288	290	Grade 8	289 301

Source: NYS Report Card 2013-2014

Percentage High School Credit Accumulation: 10 Credits or Better

	TPS	PEER	CITY
Grade 9	73.9	74.9	80.1
Grade 10	76.3	68.6	75.0
Grade 11	60.7	66.6	72.4

Source: NYC Quality School Guide 2013-2014

Weighted Regents Pass Rate for 5 Required Regents Examinations

Source: NYC Quality School Guide 2013-2014

Where Are We Now?

Projected Graduation Based on January 2015 Regents Results

Curriculum Development Need :

1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards .

1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products

Evidence and Explanation

A review of curricula documents revealed that targeted supports for students who struggle are not always specific nor are they consistently planned for in all subject areas. For example, a review of an English language arts unit plan and a Language other than English unit plan revealed no planning throughout the unit to support struggling students, English language learners or students with disabilities. A review of a United States history unit as well as a Participation in Government unit revealed that supports for students who struggle, English language learners, and students with disabilities, were exactly the same in every unit regardless of the content and assessments. A review of two social studies lesson plans as well as a math lesson plan also did not indicate any intentional planning to support struggling students, English language learners, or students with disabilities.

Although department teacher teams have identified specific instructional foci, such as students developing counter claims in English language arts classes; students focusing on constructive response questions in math; students developing claims in social studies; and students using data from graphs, charts, and texts, to defend their answers in science, a review of curricula documents showed inconsistent and limited evidence of purposeful planning of instructional strategies and assessments regarding these focus areas.

Source: Quality Review Report 2014-2015

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Goal: Teachers will work collaboratively during Monday's professional development days to purposely write CCLS aligned content based assessments in all 4 core subject areas, LOTE, arts, and physical education focusing on evidence based writing from September 2015-May 2016. Teacher teams will develop 6 CCLS aligned assessments using a common rubric, implement, assess, and analyze teacher and students products such that all learners including students with disabilities and Ells will show growth from the bench mark assessment by 25%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will use or create assessments, rubrics, and grading policies that are aligned with the school’s curricula and offer a clear portrait of student mastery, thus providing actionable and meaningful feedback to students and teachers regarding student achievement. • Teachers will use Webb’s Depth of Knowledge (DOK) tool and Hess’s Cognitive Rigor Matrix rubric and Universal Design for Learning (UDL) to inform assessment planning and revisions for access in all assessment and rubrics. • Administrators and instruction leads will create assessment calendars track frequency of assessments. Administrators and teachers will develop and utilize rubrics to assess quality of assessments. • Administrators will use the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection 	<p>All students, ELLs, SWD</p>	<p>September 2015-- January 2016 February- June 2016</p>	<p>Administrators, lead teachers, paraprofessionals</p>
<ul style="list-style-type: none"> • We will use common assessments to create a clear picture of student progress toward goals across grades and subjects, track progress, and adjust curricular and instructional decisions so that all students, including ELLs and SWDs, demonstrate increased mastery • Teachers use will decide to use one or two shared assessment as the ELA and Math assessments that measure common skills to evaluate student progress across classes and over time. • Administrators and instruction leads will create assessment calendars track frequency of assessments. Administrators and teachers will develop and utilize rubrics to assess quality of assessments. 	<p>All students, ELLs, SWD</p>	<p>September 2015- January 2016 February- June 2016</p>	<p>Administrators. Lead teachers, paraprofessionals</p>

<ul style="list-style-type: none"> Teachers will develop assessment practices that consistently reflect the varied use of ongoing checks for understanding and student self-assessment so that teachers make effective adjustments to meet all students' learning needs and students are aware of their next learning steps. Students will be able to set goals using goal tracking sheets and CCLS aligned rubrics. 	All Students, ELLs, SWD	September 2015- January 2016 February- June 2016	Administrators, Lead teachers, paraprofessionals
<ul style="list-style-type: none"> Teacher team will develop article for a newsletter to inform parents of instructional strategy of the week/month. Teachers will invite parents 1 Tuesday out of the month to participate in curriculum parent workshop. 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The resources use to achieve this goal include EngageNY, performance series assessments, CCLS aligned NYS Regents and , school created assessment calendar.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Teacher teams will develop a minimum of 6 CCLS aligned assessments using a common rubric that are aligned to the marking period calendar. By January 2016, teacher teams would have implemented 3 CCLS aligned assessments. My May 2016 teams would have implemented 6 CCLS aligned assessments.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will use common CCLS assessments to identify students' strengths and weaknesses.</p> <p>Teachers and administrators review Tripod Surveys, MOTP measures focusing on 3c: Student Engagement to reflect on each teacher's areas of strength and weakness to create</p>	<p>All ELA and Math Students</p>	<p>October 2015-May 2016</p>	<p>All Content Teachers, Supervisors and Principal</p>

personal professional goals and to inform professional development. Teacher Teams will provide curriculum nights for parents in all disciplines. Bilingual presentations will be included in all parent workshops.			
Content teachers and Special Education Teachers will collaborate by co-planning.	SWD	September 2015-May 2016	Content Teachers, ICT Teachers; Paraprofessionals; Supervisors
Communication with our parents is done in the language that they best understand and that they have indicated in our student's file . Bilingual presentations will be included in all parent workshops. Students use technology and bilingual dictionaries to support their understanding.	ELLs	September 2015-May 2016	Content Teachers & Supervisors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

During a Spring 2014-15 professional development session, teachers reflected on what they learned from their experiences administering the summative year assessments to their students.

Teachers shared the following:

- Our students do not pay attention to reading directions
- Students did not follow directions
- Students did not take the summative assessments seriously
- **Making a Claim** has permeated the assessments and we need to pay more attention to that
- We must shift our teaching to include advanced algebra in algebra classes
- Why are offering so many summative assessments?
- The ability of our students to write counter-claims has improved, however, we have a great deal of work to do.
- It is our responsibility to know the rubrics that we use to assess students.
- The common core assessments include laborious reading

Teachers shared that they have the following needs and stated they require supports from their colleagues by grade level and by department teams. Teachers stated:

- For all teachers to agree to work as English teachers
- To include reading, close reading in instruction and to develop a school-wide reading plan
- Interdisciplinary writing of curriculum especially with ELA and social studies teams across grade levels
- Interdisciplinary planning with all disciplines, co-planning in departments, and vertical planning
- Inter-visitations

- Art, theater, dance being included in planning
- Academic vocabulary building,
- Rote memory building,
- Annotating skill building,
- Consensus in outlining, peer editing, self-editing strategies to reduce confusion
- Utilizing paraprofessionals as instructional resources
- School-wide support of ACP and TFT to boost morale and confidence.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Problem: How can Teachers Preparatory School collaborate effectively to improve instruction school-wide?

Goal: By May 2016, Grade Level Teams will work collaboratively during Monday Professional Work days to co-plan to produce 6 interdisciplinary aligned curriculum documents

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><u>Special Education and General Education Teachers</u></p> <p>HYPOTHESIS When general and special education teachers actively engage and collaborate, we predict that:</p> <p>1. TPS’s instructional capacity will increase</p>	<p>All Special Education Students</p>	<p>September 2015 –May 2016</p>	<p>Administrators, Lead Teachers, Special Education and General Education Teachers</p>

<p>2. General education teachers will developed more effective strategies to manage and teach SWD</p> <p>3. Students meeting their IEP Promotional standards will increase by 25%</p> <p>Theory of Action</p> <p>If special and general education teachers plan together, then educators will become more cognizant of student needs and will employ more effective instructional and behavior management practices because our core goal, is to improve through teaching and learning, the lives of our students.</p> <p>Teacher team will develop article for a newsletter to inform parents of instructional strategy of the week/month.</p> <p>Teachers will invite parents one (1) Tuesday out of the month to participate in curriculum parent workshop.</p>			
<p><u>Middle School</u></p> <p>Hypothesis: If M.S teachers will commit to giving their students at least one open ended question that requires the use of the claim, evidence and reasoning format, in all core subject areas, then the students will demonstrate proficiency on assessments that align with the Common Core Learning Standards in ELA (6-8 W1), Mathematics (6-9 MP3), and science (RST 6-8.1), because through practice, they will become familiar with the skills necessary to perform successfully on all future assessments.</p>	<p>Middle School Students</p>	<p>September 2015 –May 2016</p>	<p>Administrators, Lead Teachers, Middle School Teachers</p>
<p><u>Ninth Grade Team</u></p> <ul style="list-style-type: none"> • If teachers in all subject areas develop a common way to teach writing, which includes the writing process, the drafting process, the peer-editing process, research, and self-editing process, then we will be able to make great strides in our students' writing abilities and will help augment their scores on their high stakes exams. • If teachers in all subject areas focus on reading, especially choosing rigorous subject-specific texts and non-fiction , close reading and annotating, then we as a staff should be able to augment the students' reading levels, improve their test scores, and prepare them for the rigors of college. • Teacher team will develop article for a newsletter to inform parents of instructional strategy of the week/month. • Teachers will invite parents 1 Tuesday out of the month to participate in curriculum parent workshop. 	<p>Grade 9 Students</p>	<p>September 2015-May 2016</p>	<p>Administrators, Lead Teachers, Grade 9 Teachers</p>

<p>10th Grade Team</p> <p>HYPOTHESIS</p> <ul style="list-style-type: none"> • If we set aside 60 minutes per week of common planning time to align complex texts and close reading strategies across disciplines then we anticipate that students' reading comprehension will improve by at least one grade level based on Performance Series exams by the years' end because the close reading strategies will establish a foundation on which the students' will be able to access a variety of texts across disciplines. <p>Theory of Action:</p> <ul style="list-style-type: none"> • We will administer 4 Performance Series exams throughout the school year: The first exam will serve as a baseline assessment while the two following will mark progress. The final exam will be a summative assessment of the students' progress. The exams will be administered every two months from September to May. • The implementation of strategies will be organic in the sense that we will continue to develop new strategies and techniques for close reading and comprehension. In choosing texts we will consider vocabulary development which we believe is an inherent part of higher order learning. • Teacher team will develop article for a newsletter to inform parents of instructional strategy of the week/month. • Teachers will invite parents 1 Tuesday out of the month to participate in curriculum parent workshop. 	Grade 10 Students	September 2015- May 2016	Administrators, Lead Teachers, Grade 10 Teachers
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By October, December 2015, February 2016, and May 2016 we will have evidence of curriculum alignment on each grade levels goals.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	Level 1-Level 2 students based on NYS CCLS examinations Students with IEPs, ELLs Students' reading and writing samples using formative assessment	Interactive word walls; Shared reading, leveled reading	Whole class, small group	In-class
Mathematics	Level 1-Level 2 students based on NYS CCLS examinations Students with IEPs, ELLs In-class formative assessments	Writing in math; rote memory strategies, repetition	small group	after-school, lunch period
Science	Level 1-Level 2 students based on NYS CCLS examinations Students with IEPs, ELLs Students' reading and writing samples using formative assessment	Visuals, audio and kinesthetic	small group	in-class

Social Studies	Level 1-Level 2 students based on NYS CCLS examinations Students with IEPs, ELLs Students' reading and writing samples using formative assessment	leveled reading	Small group instruction	Zero period, after-school, lunch period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, crisis management, mediation	Guidance	Social Worker	

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools

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.
Teachers are offered professional development from DOE offices, and cultural institutes as Teacher College, BAM, MOMA, and AMNH . APs offer professional development to teachers. Teachers are given opportunities to turnkey professional development. Teachers are invite to participate in recruitment -when needed, and are part of the hiring committee. Paraprofessionals are given opportunity to lead instruction to build confidence and respect with classrooms so that they grow professionally to become teachers. Paraprofessionals are given opportunity to lead professional development..

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Teachers are offered professional development from DOE offices, and cultural institutes as BAM, MOMA, and AMNH . APs offer professional development to teachers. Teachers are given opportunities to turnkey professional development. Teachers are invite to participate in recruitment -when needed, and are part of the hiring committee.

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).

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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.).
N/A

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.
Teachers meet in committees to determine the assessments used as a school. Teachers review options available and choose the assessments that best meet the needs of the students and provide teachers with the most meaningful feedback. All assessments chosen are approved by the DOE.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	269,622.00	X	3,5, 6
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	2,092,188.00	X	3,5,6
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¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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. **Teachers Preparatory 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 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. Teachers Preparatory 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 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, School Quality 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;

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

Teachers Preparatory 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 on assessments.

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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 to 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.

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Ms Carmen Simon	Assistant Principal Ms Felina Backer
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Ms Fundi	School Counselor Reva Jamison
Teacher/Subject Area Ms Sandra Nelson/Math	Parent Sasha Phillips
Teacher/Subject Area Ms S. Mckoy/Math	Parent Coordinator Ms Tracie Cooper
Related-Service Provider Layo Katibi	Borough Field Support Center Staff Member Bernadette Fitzgerald
Superintendent Karen Watts	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	378	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	2	Long-Term (ELLs receiving service 7 or more years)	2

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	8	1		2		2			2	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish								1			3	1	1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1					0
Haitian											1			0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)											1			0
Emerging (Low Intermediate)											2		1	0
Transitioning (High Intermediate)								1	1		1	1		0
Expanding (Advanced)														0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								0	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total											1	1	1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7		1			0
8	1				0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		1	
Integrated Algebra/CC Algebra	2		1	
Geometry/CC Algebra	1		0	
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science	0			
Living Environment	3		1	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1		1	
Geography				
US History and Government	1		1	
LOTE	2		2	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 During the 2015-2016 school year, all students at Teachers Preparatory High School took the STAR Reading Diagnostic Test. The data reported on the results pages indicated an overall grade equivalency for each student as well as a score for specific skill areas. The majority of the ELL population was reported to have between a second and fourth grade independent reading grade equivalency. Additionally, the ELLs uniformly received their lowest scores in the Key Ideas and Details skill area, which includes skills such as identifying details and drawing conclusions. In response to these scores, the school inquiry team developed a cross-curricular instructional protocol for identifying key ideas in readings and explicitly focused on modeling and assessing the skill in all subject areas. At inquiry team meetings, teachers from all disciplines examined work from ELLs, the inquiry focus group, to assess progress in identifying key ideas. Over the course of the school year, ELLs were found to more consistently identify main ideas in subject area texts based on the team's assessment of student work samples. Having seen progress with the instructional protocols in places, the emphasis on identifying key ideas has continued into this school year.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Majority of ELLs score advanced or proficient on the speaking modality of the 2014-2015 NYSESLAT. For students at the intermediate and advanced levels, the lowest modality scores were in the listening or writing sections this past school year. The beginning ELL received his lowest score on the speaking modality. The NYSESLAT modality data indicates that the majority of the ELL population has a firm grasp on the Basic Interpersonal Communication Skills (BICS) required for the type of conversational exchanges represented on the Speaking modality of the test. The students require further instruction in Cognitive Academic Language Proficiency (CALP) for understanding the type of academic input from this past year's Listening section and producing academic writing in the Writing section.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In response to this data, the ESL curriculum for the 2015-2016 school year has been adapted to focus on building academic language through targeted vocabulary instruction and techniques for constructing academic phrases. The ESL teacher will focus on

providing academic verbal input aimed at building listening comprehension. In the past, the school has used AMAOs to develop this type of targeted curriculum. On the 2014-2015 NYSESLAT, the majority of students were seen to receive their lowest scores in the Writing modality. In response, the ESL course focused particularly on techniques for academic writing. As a result, seventeen ELLs, the majority of whom had previously scored Advanced overall on the NYSESLAT for several preceding years were able to score Proficient on the 2014-2015 NYSESLAT. At the end of this school year, the instructional practices in the ESL classroom will be measured against the data, this time with the additional lens of student progress made in the Listening modality.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?
 - a. The majority of the ELL population identifies as English dominant and requests to take all state exams in English. The pass rates for the ELL population on Regents remain lower than the overall pass rates for the school, most closely approaching overall pass rates on Algebra and U.S. History. The largest discrepancy in pass rates between ELLs and non-ELLs is in English and Living Environment. Only ELLs classified as Advanced passed Regents exams or earned above a Level 2 on state exams.
 - b. ELL Periodic Assessments will be used during the 2013-2014 school year to assess progress from the 2012-2013 NYSESLAT scores. The ESL teacher will use the data to inform on the efficacy of the altered ESL curriculum.
 - c. The school assesses progress in various modalities based on the Periodic Assessments. Spanish-speaking students are enrolled in a Spanish Language and Culture class to emphasize native language literacy.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new language development is considered in instructional decisions?
The ESL teacher uses current research in the field of Second Language Acquisition to help classify the needs of ELLs in their various stages of development. As mentioned above, the majority of the ELL population has mastered BICS according to the anticipated acquisition period of 2 years. Based on assessment, the language needs of the students lie in developing specific academic language, and the curriculum is adjusted to focus on these skills. The ESL teacher additionally works with subject area teachers to make academic language instruction explicit and consistent for the continued language development of ELLs in all subject areas.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of our programs for ELLs is evaluated through a variety of means that include the following: credit accumulation, NYSESLAT scores, the ELL Periodic Assessment, Regents and LOTE scores, college and career readiness, and graduation rates. Furthermore, analysis of data from the AMAO Estimator Tool has helped drive instruction. Additionally, grade teams work with the ESL teacher to ensure that ELLs are included in the planning of lessons so they are able to participate perform on the same level as their peers in subject areas by translating materials as well as scaffolding activities.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
To identify English Language Learners we first administer the Home Language Identification Survey (HLIS). This is carried out by our ESL certified teacher. The HLIS and the interview indicate if a language other than English is spoken in the home. If the home language is not English then the ESL teacher conducts an informal oral interview, with the student, in English and in the native language (sometimes with the assistance of an interpreter. If the student speaks a language other than English and/or speaks limited or no English then we administer the NYSITELL (New York State Identification Test for English Language Learners). The NYSITELL results

reveal to us whether or not the student should be classified as an ELL. During the interview, the ESL teacher reviews the student's academic history and samples of school work to determine the level of home language and math. Once we have the NYSITELL results, the parent is contacted and informed of the student's score and invited for the orientation. At the orientation, the parent is shown the video in his/her language and also given the choice letter, to select the preferred program for the child. The parent has the final say in electing the program they deem fit for their child if the child is under 18 years old. Once the parent makes that decision, the student is placed within 10 school days as per CR part 154. The parent is informed that if they feel that their child has been misidentified, they have 45 days to submit a request for the district to review any misidentification. Before a change in ELL determination is final, parental consent, student consent if the student is 18 years or older, and principal and superintendent approval are required. This process also applies to students reentering NYC /NYS schools after being away for more than 2 years.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

During the initial interview, the ESL teacher reviews the student's academic history and samples of school work to determine the level of home language and math. The student is also given a written prompt to be done in their home language. If the student seems to have gaps in their learning they are given the SIFE questionnaire is also administered. For students whose home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we administer the LENS.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency team is informed and they review the application and decide whether the student has language acquisition needs and recommends whether or not the student should take the NYSITELL. The principal makes a determination. The principal's determination is then reviewed by the superintendent who makes a final determination.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

3. All communication with our parent is done in the language that they best understand and that they have indicated in our student's file. Our goal is to ensure that we give our new and existing parents have all the information they require as soon as possible because we have very limited time to place the student. Most of our parents select and return the parent survey and program selection form during the orientation or the meet and greet curriculum night. Additionally, as soon as we determine the NYSITELL score, we give copies of the letters to our students, post another copy of the letter and contact the parents by telephone to inform them of the scores and the required action and also reminding them of the urgency in returning program selection forms within 5 days. We handout entitlement letters and sent them to our parents too. We also invite parents to the orientation session. To keep track of parents' program choices, we keep a folder with all the forms for parental choice in the main office. The ESL coordinator also keeps a spreadsheet which is updated every school year and when we have new ELLs.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

After the informal interview, when a decision is made to administer the NYSITELL, parents are informed of the process and also what they can do if they feel that their child has been misidentified. In addition, once the NYSITELL scores are known, parents are informed of the next steps, parent survey, selecting a program and also their right to appeal against the ELL status.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once the student's NYSITELL results reveal that the student is an ELL, the ENL teacher contacts the parent and invites the parent to an orientation. Our time scale is within 5 days of the scanning the NYSITELL. A letter is also sent home both by post and through the student, in the home language, informing the parents of the program choices available – and requesting them to select a program as soon as possible. When the parents come for the orientation, they are given Parent Survey and Program Selection form in their home language giving them information about their rights as parents of ELLs and also what is available in NY state for the ELLs. They also watch the video in their language, select the program and leave a signed selection sheet with the ESL teacher. The video clearly explains the 3 programs available for ENL students in the state of New York. The ENL teacher carries out this process with the assistance of the parent coordinator. Our ENL teacher - Ms Fundi is fully certified ENL teacher.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Because of the limitations of time, the parents are required to return the signed Parent Survey and Program Selection form within 5 calendar days after the orientation. We ask our parents to make that choice during the orientation and as such most of our parents submit the form after the orientation. Those who require more time, we ask that they return the form within 5 days, either in person or through their child. A return envelope and a spare copy of the form are given to the parents so that they may maintain their own record, although we assure them that a copy of the form will be made available to them on request.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The Parent Survey and Program Selection forms are kept in the students records. The ENL teacher also had a spread sheet of all returned forms. We track all communication with our ELLs parents and ensure that we register all the survey forms. Additionally we use the current Parent Survey and Program Selection to complete ELPC screen, as such any missing forms are tracked immediately.

9. Describe how your school ensures that placement parent notification letters are distributed.
Our school places students in the ENL program within 10 days of enrollment and parents are informed of the NYSESTILL results and their implications as soon as the test is scanned, which is within 5 days of enrollment. Parents then have 5 days to return the program form. Written correspondence in the home language is sent through the student and by post. A phone call home is also made by the ENL coordinator to inform parents of the letter and the need for its return within ten days of enrollment.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Our school retains all ELL documentation, which includes parent's preferred language or mode of communication, notices and forms generated during the identification and placement process as well as copies of entitlement letters in the student's cumulative record file.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
First letters are sent home informing the parents of the scheduling of the NYSESLAT exam. A list of all eligible students is run on the ATS - RLER. We also use RLAB, RLAT to ensure that our current list is up to date.
Then the training of all the teachers who participate in the proctoring, administering and grading the NYSESLAT. The teachers administering the speaking part of the exam are given a work shop using the exam manuals and DVDs provided. The speaking exam is administered first as it is delivered first. Two teachers administer this test. One asks the questions and the other notes down the score. The students are given the time they need although while planning for the exam we estimate 15 minutes for each student. The reading exam is usually the second one to be administered. Two teachers proctor the exam. All exam accommodations for special education students are considered in all the four exams. The listening exams are administered after the reading exam. One teacher administers the exam as we use a CD player. Finally we administer the writing exam. Two teachers are present during this exam. All the exams are administered in our school library, which is big and airy and comfortable as well as a very quiet space. Students who are absent during any of the tests are given the opportunity to take the test before the deadlines. So our testing coordinator calls home to inform the parents.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Within the first week of school in September, the ENL teacher is able to print out the NYSESLAT score from ATS. Continuing ELLs, students who have passed the NYSESLAT and those students who tested out the previous year receive entitlement letters and transitional letters respectively. These letters are handed to the student with copies of the letter and another letter is posted to their homes.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over the past several years, we have had an increase in ELLs new admits from different countries. The majority of parents have chosen a bi-lingual program. As such the trend is a preference for a bilingual education, where the students learn content in both their L1 the target language. At the moment we have free-standing ENL because we do not have enough ELLs with same L1.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
We have a free standing ESL class and in addition the ESL teacher pushes into some classes with our ELLs with special educational needs. The program model is heterogeneous, student have different proficiency levels and are also in different grades.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Our program is Free standing ENL therefore our students receive ENL hours according to their proficiency levels.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, strip story, role playing, think-pair-share, popcorn, making connections, buddy read, choral read, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. In addition, wherever possible, materials and text in theThe focus in these classes is to develop academic reading, writing, listening and speaking skills as our school goal is evidence based writing. Our ENL teacher uses a wide variety of authentic materials in English to develop English language skills. Our ESL teacher regularly confers with content-area teachers to align course materials with content classes. All course curriculum is aligned with New York State Standards. As a whole, our staff is modifying curriculum to reflect the Common Core State Standards and this is also reflected in ENL curriculum. L1 are provided to students in the content areas. Students are also availed laptops to enable them easy access to interpretation.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
 1. To ensure that our ELLs are appropriately evaluated in their home language we use the Spanish LAB-R for our Latino ELLs. We use a piece of writing for our Haitian and Arabic students. These writings are then read by our Haitian and Arabic teachers who collaborate to assess and evaluate literacy levels in native languages. Further, we also assess reading fluency in native language. Again with the collaboration of native speakers (parents and teachers). The information gathered through these evaluations enable us to determine whether or not our ELLs are SIFE students or not, which then further informs instruction.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All ELLs are evaluated yearly by the NYSESLAT in the spring. The results of the exam directly influence the programming for the following year. Leading up to this yearly assessment, students are evaluated in all four modalities in their self contained ESL courses ongoing throughout the entire year. Some methods of evaluation include classroom assessments (formative and summative), oral interviews and presentations, journal and written response assignments and reading comprehension activities. Students work in a variety of collaborative groups to foster critical thinking and communication. ELLs who are new to the school are tested with the NYSITELL, which evaluates all four modalities. This fall the baseline Periodic Assessment was administered to all ELLs. The results are being used to evaluate the 4 modalities and align instruction that is driven by the data obtained.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status
 - a. Our SIFE students receive daily instructions in ESL, ELA and NLA. SIFE students with strong native language get instructions that target the use of their language for content in all subjects. Extended day, Saturday Academy and tutoring are also given to our SIFE students. We have noted that SIFE students perform best when they work in small groups so we aim to group in ways that best serve their individual needs.
 - b. Based on the results of their LAB-R/NTSESLAT assessments, newcomers to the English Language School System will receive

their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

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

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

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

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

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Within 6-12 months of re-identification, the principal will consult with the ENL teacher and other content teachers to check in on the progress of the students. This data and a conference with the student and parents will enable us to make a determination of the students academic progress and whether or not it has been adversely affected by re-identification.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Our ESL-SWDs are provided with content based curriculum taught in general education classes (least restrictive). Scheduling takes account overall services the students is receiving and we ensure flexibility within the schedule. Flexibility in the schedule here means that sometimes the ESL teacher pushes into a content area class to support language and other times the student is

Chart

pulled out for enrichment or pre-teaching. ELL_SWDs are placed in our ICT program depending on their academic anbehavioral plan. Our goal is to ensure that they continue to thrive in the least restrictive environment.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

Chart

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

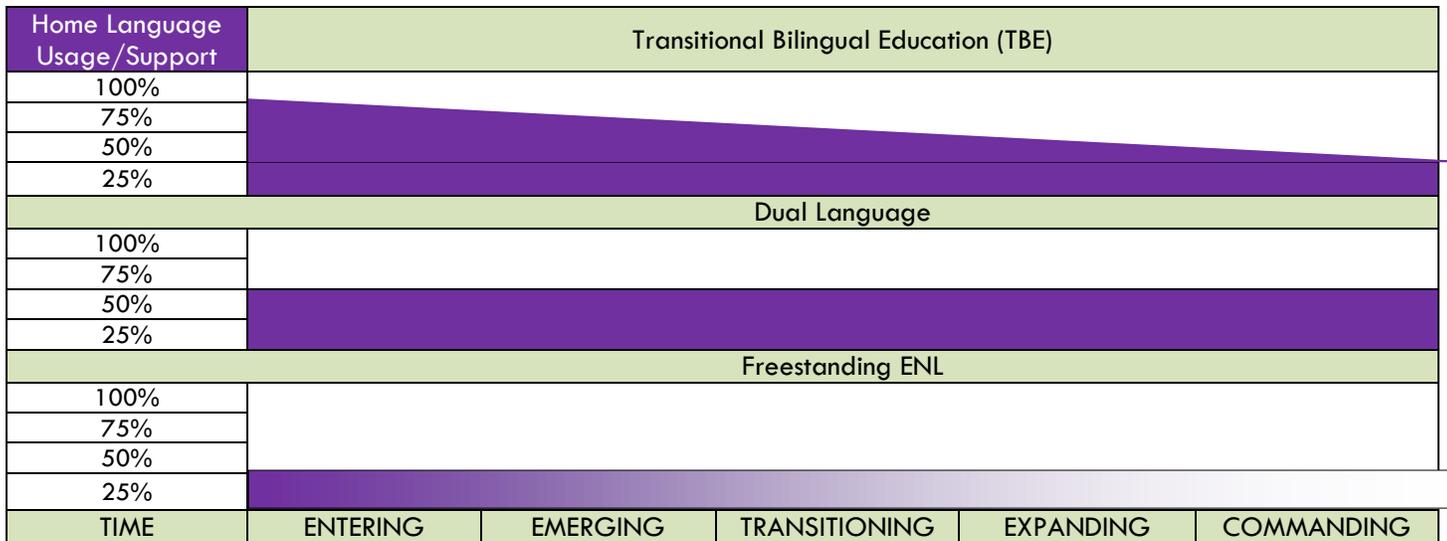


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. English proficient students receive targeted daily instruction provided by our teachers, our in-house intervention system, and our afterschool intervention programs in English and Mathematics. Intensive instruction in reading and writing, problem solving and critical thinking skills were reinforced along with essential test taking strategies.
1. We ensure that our ELLs receive early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills this intervention is done by the ESL teacher.
 2. We make sure that all our classes increase opportunities for ELLs to develop functional vocabulary, in ELA students do a variety of scaffolded activities to aid the acquisition of academic vocabulary using graphic organizers.
 3. We equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts through scaffolding and differentiation of instructions.
 4. We intervene to promote ELLs' reading fluency focus on vocabulary development and increased exposure to print.
 5. We promote independent reading that is both purposeful and structured and good reader-text match therefore in social studies and science, the teachers chunk text, and use questions to guide reading. For intermediate and beginner students we cloze text and hands on experiments are done with the students. Including as many visuals as possible to enhance comprehension.
 6. ELLs receive early, explicit, and intensive instruction and intervention in basic mathematics concepts and skill the content teacher incorporates home language worksheets with English worksheets to aid comprehension.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Once our ELLs reach proficiency on the NYSESLAT, we ensure a smooth transition for former limited English proficient students transferring from the ESL program to the English mainstream program. To this end, the student is provided with Instructional Support Services such as Academic Intervention Services (AIS), content area support, ESL instruction where necessary, and regular consultation between the ESL teacher and mainstream teachers. We also continue to communicate with parents to ensure that the parents are well informed of their child's progress. These transitional services are provided for the first two years after the student is placed in the English mainstream instructional program. Teachers with ELLs are aware that they have ELLs and modify their instruction to accommodate the needs of our ELLs. Assessments are differentiated taking into the account the English proficiency of our ELLs. In content interpreters are made available to assist our students wherever possible. Assessments in the content area are given in both the L1 and L2 wherever possible. Data is collected twice within the unit and adjustments are made according to the data.
12. What new programs or improvements will be considered for the upcoming school year?
- We have no plans to change our current program for the next academic year unless the number of ELLs increases to more than 20
13. What programs/services for ELLs will be discontinued and why?
- We will not be discontinuing any programs that serve our ELLs either.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All our ELLs, regardless of their proficient level, are required to attend extended program 3 times a week for language enrichment and intervention in other content areas. ELLs have equal access to all programs that are provided by our school. Presently all the ELLs are mandated to stay for extended day. Saturday academy and PM school are also offered in our school and ELLs are given priority to enlist given their needs. We also have an early morning tutoring program which affords our ELLs with opportunities for further intervention.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- To support our ELLs, we have a library with an assortment of books in both Spanish and English. We also have supplementary NYSESLAT preparation books, bilingual dictionaries, computers, technology software such as ELLIS, and access to Achieve3000, which is a reading enrichment program. In addition, some of our classrooms now have Smart Boards; therefore, our students are able to have more visuals in the classrooms. Students have access to laptops too, which they use to research in their native languages.
- In the content areas student have access to laptops which provide them with access to interpreting for themselves easily. Teachers also use the smartboard frequently to show visuals which aid learning.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- We realize the important role of the native language both as the main tool of communication for our students and the foundation of literacy for our ELLs, and therefore we endeavor to encourage the continual use of the home language by providing books, music and materials in our students' home language in our ESL classrooms. We also encourage parents to continue using the home

language at home so our students can maintain it.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All services support and resources correspond to ELLs' ages and grade levels. We have grade level multiliteracies. We also have simpler reading books for our ESL students to learn the structure of the English Language.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Activites to assist newly enrolled ESL students before they begin school include a tour of their classrooms and included in the tour, the bathrooms, cafeteria. We aim to introduce them to their core teachers before they start school so that they are more comfortable. We also tell them of our buddy system, where they get a classmate, to look after them for a while.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
We are planning ongoing school-wide professional development for all teachers on incorporating ESL strategies to make content comprehensible for ESL and struggling readers and writers. Our ESL teacher and select content-area teachers will attend Q-TEL trainings. Many of the outside PDs are organized by CFN 611. In house we dedicate 1 professional development for each semester, unless teachers make special requests. Our ESL teacher also liaises with content area teachers, to discuss ways in which they can make their content area more accessible to ELLs. Our current focus is evidence based writing, a requisite of the Common Core Learning Standards. Our teachers in content have had in house professional development to enable them to participate in a dialogue on how to ensure that ELLs are getting appropriate scaffolds.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
We hold a school-wide orientation for all entering students in the beginning of the year. Freshman teachers regularly meet to discuss student progress and develop specific lesson designed to facilitate a student's adjustment to high school. These professional developments act as platforms for exchanging best practices, where teachers are armed with strategies to scaffold learning for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our content teachers and paraprofessionals including our support staff receive support from the ENL teacher to ensure that the students have a smooth transition and are feel safe in our school. During the orientation, students and their families are introduced to their content teachers. Students are also paired with a buddy in their homeroom. Additionally the ENL staff provides professional development to content area teachers and Saturday Academy teachers. Participating teachers receive support at meetings and in the classroom on strategies and methodologies pertaining to teaching content to ELLs and developing English language in the content area.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As of October, ENL teacher prepared and delivered a professional development session in conjunction with the special education department. In addition she has visited the content teachers of all the ELLs to discuss specific student needs, scaffolding strategies and accommodations. Since we have a small ELL population, professional developments will be driven by teacher needs and these will include grade and departmental ELL professional development, professional development specific to paraprofessionals working with ELLs as tailored talks with our support staff on how to best support our ELLs and their families.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Paste response to question here:

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

1. We have the privilege of having very active parents in our school. Parents volunteer at the cafeteria, assistant in school wide events, chaperone the students on school trip, provide food for events, fundraise and also assist in the classrooms. We have a good parent presence outside school, which helps build our community and reinforce safety. We also invite parents to visit our classrooms in organized tours and by appointment. Some parents have also made the decision to sit in some of the classes to support their children, if the children were having challenges behavioral or academic in those classes.

Parents also come to our school to share their careers and life experiences without students in certain units. This collaboration has proved a motivator for both parent participation as well as student performance.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have various activities that are planned to meaningfully involve parent/community involvement through supporting and promoting communication, parental advocacy and empowerment of our families (i.e. parent orientation). We also promote parental advocacy that informs and teaches parents how to advocate for their children through a variety of workshops throughout the year. Additionally, families are assisted with parenting and childrearing skills as well as with creating home conditions that support learning. To this end parents are invited to learn about the curriculum, where the teachers also go through the state standards and assessment and also the teaching materials and sample papers. If parents feel uncomfortable helping their child with homework or other tasks in English, they are encouraged to support literacy development and other aspects of learning in the home language. There are efforts to recruit families as volunteers and audiences. These activities empower the parents to better assist their children with the school. All these programs are linguistically appropriate and culturally relevant. We value parental involvement in decision making thus they are included in school decisions, governance and advocacy through councils and other organizations. We ensure that all parents feel involved and welcome in our schools. Materials for our ELL parents are written in the home language and there is a translator available in all activities that involve parents. In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Simon	Principal		1/1/01
Felina Backer	Assistant Principal		1/1/01
Tracie Cooper	Parent Coordinator		1/1/01
Olivia Fundi	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
Suzette Mckoy	Teacher/Subject Area		1/1/01
Sandra Nelson	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 23k697

School Name: Teachers Preparatory School

Superintendent: Karen Watts

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use all the documents mentioned in the question as the home language survey, ATS reports as well as blue card to inform our methods of communication with parents. When needed we have an interpreter call home. We have dual language faculty to support writing letters.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Spanish, Haitian, Arabic

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

HIV Lesson, Health Education lessons, opt-out letters, curriculum information, open school night

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher conferences, IEP meetings, discipline issues, PTA meetings, SLT meetings, curriculum nights, meet and greet, field trips

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

In-house translation and Translation & Interpretation Unit

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

On-sight interpretation is the usual method of translation at our site.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Email information as well as flyer of distribution

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

We will provide translators as required during the school day in main office and during conferences. We will translate written documents for backpack documents and for mailings.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We will provide parents with a survey.