

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q283

School Name:

PREPARATORY ACADEMY FOR WRITERS: A COLLEGE BOARD SCHOOL

Principal:

CHARLES ANDERSON

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Preparatory Academy for Writers School Number (DBN): 29Q283
Grades Served: 6-12
School Address: 143-10 Springfield Blvd. Springfield Gardens, NY 11413
Phone Number: (718) 949-84005 Fax: (718) 949-8495
School Contact Person: Tanya Gilliard Email Address: TGilliard@schools.nyc.gov
Principal: Charles Anderson
UFT Chapter Leader: Deshana Barker
Parents' Association President: Debra Genias
SLT Chairperson: Gisele Granados
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Dorothy Cothran
Student Representative(s): Jason Massay
Ilyse Cothoran Cox

District Information

District: 29 Superintendent: Michael Prayor
Superintendent's Office Address: 1600 Rockaway Parkway, Brooklyn, New York 11286
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 7182908675 Fax: 7182908690

Borough Field Support Center (BFSC)

BFSC: Queens South Director: Marlene Wilks
Director's Office Address: 8201 Rockaway Blvd, Queens, NY 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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)
Charles Anderson	*Principal or Designee	
Deshana Barker	*UFT Chapter Leader or Designee	
Debra Genius	*PA/PTA President or Designated Co-President	
Jessica Brown	DC 37 Representative (staff), if applicable	
Dorothy Cothran	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jason Massay	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ilyse Cotheran Cox	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable/	
Gisele Granados	Member/	
Kalitha Spnce - Bisi	Member/	
Stepahnie Meyers	Member/	
Kidra Dandridge	Member/	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

At the Preparatory Academy for Writers we are guided by the age-old truth that nothing is constant except for change. We are always improving ourselves and innovating to meet the needs of our students, whether they are academic, social, or emotional. We have created model systems for revising and developing curriculum, for collecting and reviewing data, and for developing self-directed students.

The way a classroom is configured is a reflection of the teacher's educational philosophy and his or her beliefs about how students learn best. Someone who believes that students learn from teachers might set up his classroom differently than someone who believes students learn from each other or from themselves. Although our classrooms do not aim to be replicas, we have developed over the last several years a shared educational philosophy on how we think our students learn best. The Preparatory Academy for Writers believes that students learn best when working collaboratively in small groups/teams, engage in rigorous and differentiated tasks and given the opportunity and support for self-evaluation.

Our system for curriculum development relies on the use of our school's one page template for unit overviews and the review of these units during professional development meetings. Teachers meet within departments to ensure vertical alignment from 6th to 12th grade and integration of Common Core Learning standards and other instructional initiatives. In addition, teachers meet within grade levels analyze school-wide data to create goals and implement action plans for success. Administrators are also involved in the review and development of curricula, maintaining a collection of all units of study and providing teachers with individual feedback during scholarship during scholarship conferences twice a year. Additionally, teachers reflect on their units of study after completion by analyzing student summative data, reflecting on their teaching, revising their unit overview and develop a re-teaching plan for students who have not yet mastered specific skills.

Our systems for collecting and reviewing student achievement data are multifaceted and ongoing.

Administrators monitor student grades via our online gradebook on a near daily basis and use this information to assign additional support, rewards, or to simply have targeted conversations with struggling students. Then, three times a year, students present their own achievement data in individual portfolio presentations with administrators. Students then create contracts and action plans to address areas in need of improvement. Benchmark assessments in all classes are also administered three times a year to monitor student progress and make adjustments to instruction, curricula and support services.

Finally, the Preparatory Academy for Writers is unique in its ability to promote self-directed students. This is done in many ways, from our shared instructional model which relies on students leading students and focuses on peer evaluation as a means to increase academic rigor to the hiring of students to run advisories as co-op student aides and work for our after-school program. As described prior, student portfolio presentations also support the development of self-directed students who are able to articulate their own strengths and areas in need of improvement as well as their long-term goals with short-term action plans.

As you may be able to see, the systems within our school are inextricably connected and aligned to a shared belief that students are capable of guiding their own learning and that a school's job is to provide the structure and support needed socially, emotionally and academically for all students to be successful.

29Q283 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	559	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
				31
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	N/A	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	58.8%	% Attendance Rate		92.6%
% Free Lunch	61.3%	% Reduced Lunch		12.6%
% Limited English Proficient	1.2%	% Students with Disabilities		15.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		83.7%
% Hispanic or Latino	8.4%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White	1.5%	% Multi-Racial		0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.26	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		28.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		8.78
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	33.9%	Mathematics Performance at levels 3 & 4		31.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	77.4%	Mathematics Performance at levels 3 & 4		83.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	87.7%	% of 2nd year students who earned 10+ credits		82.2%
% of 3rd year students who earned 10+ credits	81.3%	4 Year Graduation Rate		81.3%
6 Year Graduation Rate	83.0%			
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.

Regular monitoring of student achievement data through benchmark assessments, student portfolios and our online gradebook results in highly accurate and timely interventions. Small, yet ongoing AIS programs ensure that struggling students or sub-groups are more likely to be successful. Furthermore, analysis of State assessment results has led to improvements to vertical planning, curriculum and to strategic organizational changes.

Our focus for the 2015-2016 school year is threefold. First, our middle school students with performance levels in the lowest one-third have been targeted to receive extra support. We have added an afterschool program and have invested in an online learning program. Second, in order to improve our students’ Regents passing rate in US History, Algebra, and Living Environment, we have made adjustments to our teaching staff for all three courses, created additional double blocked classes for our lowest one third population and added middle school American History in grades 7 and 8. Finally, in order to ensure our graduation rate will increase to 85% we have created a team of teachers to meet with students individually to focus on their credits, attendance and assessment data to ensure they remain on track for graduation.

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.

Preparatory Academy for Writers will work within grade-level inquiry teams and collaboratively as a whole staff...

- to increase the percentage of proficiency in ELA and Math, grades 6th- 8th, by 10% in both as measured by State Exams.

- to increase the Regents’ passing rates by August 2016 for:
 - Algebra from 77% to 85%
 - Living Environment from 72.5% to 85%
 - US History from 68.8% to 85%

- to increase the four year graduation rate to 83% by June 2016 and 85% by August 2016.

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>
<p>We will use iReady, an online, and research-based educational tool to both assess and instruct all of our middle school students. We will also create additional support classes for students in grades 6-8 during our after school program.</p>	<p>6th – 8th grade students who received a 1 or 2 their state exam.</p>	<p>September 2015 - June 2016</p>	<p>The administrator in conjunction with the director of the after school program the educational coordinator of afterschool.</p>
<p>We will create double block classes in Algebra, US History and Living Environment for our students in the lowest one-third.</p>	<p>9th -12th grade students in the lowest one-third.</p>	<p>September 2015 - June 2016</p>	<p>The administration and school counselors determine the students placed in these classes. Student achievement on benchmark and state exams will be monitored by teachers.</p>
<p>We will create an inquiry team solely focused on our upperclassman and graduation requirements. Teachers and administrators will meet once a week to analyze data and discuss student achievement in the 12th grade for on track graduation. Teacher teams will identify specific needs of students and provide academic and guidance intervention strategies to support credit accumulation and passing Regents exams.</p>	<p>12th grade students who are currently not on track for graduation.</p>	<p>September 2015 - June 2016</p>	<p>Administrators, teachers of upperclassman, school counselors, and attendance teacher.</p>
<p>We will create an achieve program for students who have been unsuccessful with a traditional school schedule and may need more guidance and mentoring as they either transition back into the regular school setting or as they move into one of New York City’s transfer schools. Students take a combination of classes, both online and in the classroom and receive</p>	<p>Students who have been unsuccessful with a traditional school schedule and may need more guidance and mentoring.</p>	<p>September 2015 - June 2016</p>	<p>Administration will register and monitor students’ progress in their online classes. Assistant principal of student services will monitor success of the overall program. School counselors and representatives of Our Guardians Brother will assist in</p>

mentoring, guidance and support from a community-based organization.			the mentoring and guidance sessions.
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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.											
Implementation of the previously mentioned action plans required the purchase of laptops, ipads, iReady and Mastery Connect licenses for each student, per session for teachers working achieve program and Saturday Academy and the creation of double block US History, Algebra 1 and Living Environment classes.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	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	X	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.
Benchmark assessments are administered in all subjects 3-times a year and will allow us to monitor progress. IReady will be the primary assessment used to monitor MS student growth and teacher-created US history benchmark assessments will be used to monitor the HS students’ progress to that goal. Credit accumulation at the end of each trimester as well- as continous monitoring of grades via an online gradebook will measure progress toward the corresponding goal. The school year is divided into trimesters which end in benchmark assessments. Additionally, students present portfolios to teachers and administrators that include classroom data, assignments, and assessments for students to self-assess and align to their SMART goals created during their weekly Advisory classes. Teachers analyze student performance data after each unit within a trimester to reflect, re-teach and revise the curriculum as necessary. This process is supported by administrators during professional development sessions and ongoing teacher collaboration.
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.

Through the development of school wide teams recognized during weekly town hall meetings, the use of rotations in the classroom using student leaders, and providing opportunities for self-assessment the students establish an environment of support. The students are given the opportunity to be a team leader at one of the rotations in the classrooms where they are required to provide feedback on work, grade each other’s work and provide support for struggling classmates. We even hire the majority of our seniors during the third trimester to run Advisory Classes which contributes to the supportive environment of the school. In order to create and sustain an environment that is supportive for both the students and the staff, there are Town Hall meetings each week, PRIDE events held on a monthly basis, and staff team building sessions that start the week. All students and members of the staff represent a team and compete for points throughout the year. The competitions that are held at town hall, PRIDE events, and the team building sessions foster a positive and cohesive school community while engaging and encouraging everyone to work collaboratively. Advisory meetings for all students will connect creative interests to academic support on a weekly basis. This support system guides students through the portfolio presentation process that holds students accountable for their academic performance.

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.

On the 2014-2015 Learning Environment Survey, PAW received its lowest score in the category of “strong family-community ties” with only 81% of positive responses. This approval rate will be raised to 90% as measured by the 2015-2016 LES. Students and staff will develop and maintain competitive and supportive relationships that result in increased student performance by June 2016.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Town hall meetings each week provide students with an opportunity to come together as a student body and compete with one another in teams. The competitive activities are engaging and fun. This venue also allows for the sharing of student data and academically aligned support.	All students grade 6-12	Start September 2015- End June 2016	The principal, administrators and teachers.
PRIDE events are monthly opportunities for student teams to compete in larger events on the football field or in the gymnasium. Relay races and other engaging competitions foster a positive and collaborative school environment.	All students grade6-12	Start September 2015- End June 2016	The principal, administrators and teachers.
Team building sessions for the staff on a weekly basis promote a collaborative work environment while engaging staff members in competition. Teachers represent the same teams the students are divided into. Video footage of the teacher team building sessions is shared with the students at town hall to reinforce the schoolwide supportive environment.	Teacher teams	Start September 2015- End June 2016	The principal, administrators and teachers.
Students select advisory classes based on special interests and meet in small groups to participate in activity that may pave a career path while reflecting on their academic progress. Administrators lead the small groups and work with students on our online grading system to see where they can offer academic support. This time also supports the students in the development of their portfolios as well as social and emotional support as necessary.	All students grade 6-12	Start September 2015- End June 2016	The principal, administrators and teachers.

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 school schedule has been adjusted to allow for the weekly and monthly events that foster the school’s supportive environment. The principal, administrators, teachers and students adhere to the school-wide schedule										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	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	X	PTA Funded		In Kind	X	Other
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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.

The weekly and monthly events that foster the school’s supportive environment culminate in the acquisition of points that are tallied after each event and maintained throughout the year. Progress is monitored weekly and monthly, ultimately resulting in awards given at the end of the year to the teams that have earned 1st, 2nd, and 3rd place, for the students and the teachers in the school-wide teams.

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.

We feel that this needs assessment is an important activity in which to involve our teachers. One of the first activities within of PD plan will include an analysis of student and school data from the previous school year. There are, however, general areas in which we will choose to focus.

- Quality of teacher-to-student and student-to-student feedback, particularly in journals
- Quality of student-facilitated discussions as guided by teacher-generated questions
- Vertical alignment of benchmark assessments
- Development of authentic, rigorous, and engaging summative assessments for each unit

Our classroom teachers are sharing their classroom successes with each other during our weekly PD’s. They participate in rotations during the PD and have an opportunity to read, write, and discuss a topic that is of universal concern. Curriculum design is driven by an iterative inquiry process. Teachers will design and implement a data driven CCLS aligned curriculum that is rigorous, engaging and meets the needs of all students. Teacher teams collaborate during professional development sessions weekly to analyze data, reflect and revise the curriculum based on targeted students’ needs. We have ICT classes at each grade level and our Special Education teachers are assigned based on their subject of strength. This allows for the chance to reach all students with IEP’s in each content area and prevents the student’s reliance on one teacher for each subject area. Special Education teachers are given the opportunity each week to complete IEP’s so that they remain timely and complete. There are many opportunities for teachers to participate in PD’s that are more content specific. When requested, they are given the opportunity to attend and their classes are covered.

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.

Student performance will improve by 10% each trimester in all classes according to Jupiter Grades.

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teacher teams collaborate during professional development sessions weekly to analyze data, reflect and revise the curriculum based on targeted students' needs.	All teaching staff	September 2015 – June 2016	Administrative team
Implement a professional learning community using classroom inter-visitations to showcase best practices as well as provide collegial feedback.	All teaching staff	September 2015 – June 2016	Administrative team
We will meet with teachers and parents of targeted students to address, plan and reflect on student achievement including academic and social goals.	All high school and middle school staff and parents.	September 2015 – June 2016	Administrative team, high school and middle school staff and parents.

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 school-wide schedule has been designed to accommodate teacher collaboration and professional development on a weekly basis.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	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.
Ongoing daily assessments and trimester benchmark assessments will drive the iterative inquiry process.

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

- 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.

Administrators work as teachers for Advisory Classes. The Advisory classes are constructed to meet opportunities for students to be successful in their classes, during their portfolio presentations and to participate in school wide activities. Through the use of Individual scholarship conferences with teachers twice a year the administration helps to maintain the development of their professional growth. Through the adjustments to the system by which teachers receive post-observation feedback, there is a timely opportunity for teachers to discuss their next steps, needs or requirements to improve their instruction thereby promoting emotional support for teachers.

Administrators lead teams of teachers through an iterative inquiry process during professional development. Each team focuses specific grade levels divided into upper classmen, lower classmen and middle. While new teachers are formally mentored by another teacher within their content area, we have seen that most of our teachers develop informal relationships with their colleagues that also strengthen them professionally. Administration has an open door policy for teachers to bring their concerns, comments, and questions about any subject.

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–Effective School Leadership. 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.

90% of each administrative led teacher teams will meet each of their goals by June 2016.

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>
<p>Weekly professional development sessions will support the data driven iterative inquiry process and collaborative curriculum design by administrative led teacher teams.</p>	<p>All teaching staff</p>	<p>September 2015 – June 2016</p>	<p>Administrative team</p>

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>Teacher leaders assist in the development of professional development as members of the PD committee. Additionally, schedules are created for scholarship conferences and per diem subs are utilized.</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		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>
<p>Progress will be monitored by mid-year and end-year scholarship conferences.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Using an online grade book, Jupitergrades, parents and students can have daily access to grades, attendance, and can actively communicate through email with all parties concerned. While many schools have adopted the use of online gradebooks, they are only useful when they are updated regularly. Our teachers and teachers’ assistants and the results of multiple assessments on a daily basis. Parents and students have found Jupitergrades to be an effective communication tool and a study conducted by our science department found that there is a clear correlation between the number of times a student or parent logs in to JupiterGrades and their overall grade point average.

iReady is an online individualized instructional growth measurement tool aligned to the common core standards, for English and Math, that provides rigorous on grade level instruction, assessments and personalized reports targeting students’ unique areas of needs.

Mastery Connect assesses, monitors and integrated standards based reports on student performance online which provides real time information about mastery to students and parents for all four major disciplines.

We are also working to increase parental involvement by increasing attendance at PTA meetings. We have shifted the schedule of meetings to include Saturday meetings as well as Thursday evening meetings alternating every other month. We are adding teacher-led workshops during PTA meetings and the principal and assistant principal work closely with the PTA president to develop and/or adjust agendas with the goal of increasing parental involvement.

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.

We will increase teacher participation by 10% in PTA meetings by providing 4 additional workshops by June 2016.

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>
<p>We will expand of offerings of workshops pertinent to parents concerns as derived from an interest survey.</p>	<p>Parents of Middle School and High School Students</p>	<p>September 2015 – June 2016</p>	<p>Middle School and High School Teachers.</p>
<p>We will meet with teachers and parents of targeted students to address, plan and reflect on student achievement including academic and social goals.</p>	<p>Parents of Middle School and High School Students</p>	<p>September 2015 – June 2016</p>	<p>Middle School and High School Teachers.</p>

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>
<p>Using a google calendar to establish dates and the PTA agendas, we will be sure to have 4 workshops are scheduled through June, 2016.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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)	Students with a grade below 65, or those who have not passed the Regents exam, will receive AIS services.	We will use iReady or Regents based questions and documents depending upon the need.	We will use small group or one-to-one tutoring by classroom teachers or qualified tutors.	These services will be provided before school, during lunch, after school or on Saturday Regents Prep days.
Mathematics	Students with a grade below 65, or those who have not passed the Regents exam, will receive AIS services.	We will use iReady or Regents based questions and documents depending upon the need.	We will use small group or one-to-one tutoring by classroom teachers or qualified tutors.	These services will be provided before school, during lunch, after school or on Saturday Regents Prep days.
Science	Students with a grade below 65, or those who have not passed the Regents exam, will receive AIS services.	We will use Regents Based documents, or required Labs, depending upon the need of the student.	We will use small group or one-to-one tutoring by classroom teachers or qualified tutors.	These services will be provided before school, during lunch, after school or on Saturday Regents Prep days.
Social Studies	Students with a grade below 65, or those who have not passed the Regents exam, will receive AIS services.	We will use Regents Based documents, depending upon the need of the student.	We will use small group or one-to-one tutoring by classroom teachers or qualified tutors.	These services will be provided before school, during lunch, after school or on Saturday Regents Prep days.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified through an d IEP, teacher recommendation, or parent concerns will be provided counseling.	Certified counselors, guidance counselors, school psychologist or social worker will develop a needs based service.	Certified counselors, guidance counselors, school psychologist or social worker will provide one-to-one services.	These services will be provided during the school day.

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
			Non-Title I

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.
The process by which we recruit and interview teachers ensures that, not only are they Highly Qualified according to the vacancies we need to fill, but are collaborative, creative and motivated. Our very non-traditional group interview allows us to see how teachers will interact and problem-solve and since its development we have been very happy with the teachers we have hired. Teacher teams collaborate and share best practices to improve instructional strategies in all classroom settings, including ICT. Best practices are determined through ongoing data analysis and iterative inquiry that results in the reflection, reteaching, and revision of the curriculum as necessary.

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).
The Preparatory Academy for Writers has had weekly professional development meetings since we used an SBO 4 years ago to create a shortened school day for students every Wednesday. Now, our PD committee, along with guidance from administration develops PD based on teacher interests, aligned with instructional shifts, and in response to informal observations. Teacher teams participate in and share findings from the iterative data inquiry. Itemized analysis reports from student performance on exams and assessments aligned to the CCLS are used to identify areas of weakness. Differentiated Instruction strategies are embedded into collaborative lesson designs to meet the needs of all students.

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.).

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 are the decision makers and/or the developers of the all assessments others than those issues by the State. Teachers meet in common planning meetings and decide upon the appropriate professional development. Teachers are the decision makers and/or the developers of all the assessments other than those issued by the State. Teachers meet in inquiry teams to analyze data and design differentiated instructional strategies to meet the needs of all students.

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	212,000.00	X	X
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,212,000.00	X	X
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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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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

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

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Preparatory Academy for Writer</u>	DBN: <u>29Q283</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>3</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> 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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: _____
of content area teachers: _____

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _____ a) The instructional plan for SIFE consists of one-to-one tutoring, read aloud activities, phonics, spelling, guided reading and writing, modeled writing, shared writing, audio books - listening, pronunciation and reading, films and use of manipulatives.

(b) Develop reading skills. Give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective strategies for increasing literacy skills. Integrate technology to support writing instruction and motivate students to use written language to communicate. Encourage students to develop literacy skills in their native language, then transfer these skills to learning English. Work from strengths. Build on what students already know. Draw on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages. Connect with students' families and culture. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture. Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

(c). Students designated as ELLs have additional after-school help, one-to-one tutoring, and lunch time reading with teacher or buddy. They also have the opportunity to participate in Extended Day activities such as PM School and Saturday Extended Day classes and Regents preparation and tutorial sessions to help them to further acquire the skills and subject content needed to master the Regents examinations. Students and parents participate in individual and group counseling to keep both students and parents abreast of their academic progress as well as graduation requirements. Our instructional program will place additional emphasis on the writing, reading and listening component. We will establish a successful writing and reading program by implementing the following practices:

~Conducting explicit instruction of skill. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write edit and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.

~Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules and routines of writing and reading comprehension. Students will be taught what to do during the editing stage, conferencing, reading and analyzing. We will emphasize the use of glossaries, dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, Literature Logs, quotes and notes for future writing, reading and interpreting. The teachers will manage time within the diverse writing activities, but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing programs, the internet and word processing programs.

~Set high standards for writing. Although we implement all the learning standards in our ESL class, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills on how to be a successful writer.

~Focusing on vocabulary development. To increase vocabulary, students will be engaged in enriched

Part B: Direct Instruction Supplemental Program Information

story-related writing.

~Implementing a differentiated assessment process. Based on the level of Second Language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.

~Use rubrics and self-evaluation. The teacher will incorporate a writing rubric to assess level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.

(d) To further support the academic advancement of the ELL population, students will enroll in Saturday classes. Students also attend the OELL College Bound Program where students are given targeted assistance in developing reading skills and guided writing, SAT and College. Students and parents will participate in individual and group counseling to ensure their academic success. Students are provided with testing accommodations of extra time for two years and are offered afterschool support. Content areas deliver instruction following the Common Core and content specific standards scaffolded to support students with ELL

SWD. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed the Common Core and New York State Standards.

Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for

instruction and to promote success. Through the after school program. tudents who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ Staff will participate in ongoing, long term targeted professional development with strong emphasis on the Common Core Learning Standards, differentiated and academic language development strategies. The majority of the instructional staff members are senior teachers who have met the requirements (7.5 hours to 10 hours) of professional development in ESL methodology. However, in order to keep abreast of the instructional strategies and teaching methodologies of ELLs, teachers have participated in ELL professional development workshops in QTEL. This include Universal Design for Learning which allows for Multiple means of Representation, Multiple Means of Actions and Expression and Multiple Means of Engagement. The instructional staff also engages in professional development activities throughout the year that enable them to discuss and incorporate ELL-friendly strategies which will support ELLs in the content areas. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments . This ensures that they remain current in the instructional strategies and techniques that will enable our ELLs to succeed. The topics include the following:

Academic Vocabulary

Text-based Answers

Part C: Professional Development

[Workshop Model](#)
[Curriculum Mapping](#)
[Looking at Students' Work](#)
[Differentiated Instruction](#)
[Tiered Assessment](#)
[Using Data to Inform and Support Instruction specifically for ELLs](#)
[Writing Process Workshop for ELLs](#)
[Collaborative Planning](#)
[Use of Native Language Support Resources in the content area classroom \(Glossaries, dictionaries, leveled reading materials as available\)](#)
[Testing Accommodations for ELLs \(current and former\) during standardized and classroom testing.](#)
[All staff members meet every Monday. Ms. Sartt attends ENL workshops provided by the DOE.](#)
[Achieve 3000](#)

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents are invited to participate in workshops based on their needs and the needs of students. Through individualized counseling and planning sessions, parents are kept abreast of students' progress. Parents learn about graduation requirements, school rules, and other workshops. These targeted workshops include how to access student data using Pupil-Path an electronic grading systems and how to interpret the information. Parents are also given resources on how to improve communication in English. Parents also participate in school-based activities. The parent coordinator has special events and meetings for all parents.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u> </u>	<u> </u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u> </u>	<u> </u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	<u> </u>	<u> </u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 29	Borough Queens	School Number 283
School Name Preparatory Academy for Writers		

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 Charles Anderson	Assistant Principal Christopher Tidridge
Coach N. A.	Coach N. A.
ENL (English as a New Language)/Bilingual Teacher Ms. Jacqueline Smartt	School Counselor Ms. Gabrielle James
Teacher/Subject Area Mr. Richard Spanbock/Englsih	Parent Ms. Debra Genius
Teacher/Subject Area Ms. Stephanie Tello/ English	Parent Coordinator Ms. Tanya Gilliard
Related-Service Provider Ms. Karen Kugler	Borough Field Support Center Staff Member type here
Superintendent Mr. Michael Prayor	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 <u>not</u> 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]	2	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> 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)	588	Total number of ELLs	3	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 type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <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): N. A.
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): N. A.
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	3	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	0	0	1	0	1	1	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages):
0

Number of students who speak three or more languages: 0

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										0	0	0	0	0
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										1	0	0	2	0
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Transitioning (High Intermediate)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	0	0	0	0	0	0	0	0	1	0	1	0	0
Commanding (Proficient)	0	0	0	0	0	0	0	0	0	0	0	0	0	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND 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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					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	3	0	0	0
Integrated Algebra/CC Algebra	1	0	1	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	1	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	0	0
Living Environment	0	0	1	0
Physics	0	0	0	0

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	0	0	0
Geography	0	0	0	0
US History and Government	1	0	1	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
The assessment tools and data sources used to determine the literacy skills of ELLs are ELL Periodic Assessments, NYSITELL, NYSESLAT and RNMR Modality data. The information gleaned from the data showed that there has been improvement in the academic performance of ELLs, but, more importantly allows for specific interventions that could be employed for the individual student. Hence, differentiated instruction. Instructional staff also will be able to monitor and adjust instruction more efficiently since the NYSESLAT Modality Report provide information to determine student deficiencies in listening and speaking and reading and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on the Spring 2015 NYSESLAT two students are expanding while on eis emerging. Although there has been improvement in the reading, speaking and listening, there are deficiencies in the writing. The data revealed that one student improved, one student maintained their level and one student decreased due to absenteeism.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our avarage attendance of all Ell students last year is 76.30. We do not meet AMAO 2 status. Our percent of ELLs scoring proficient on the NYSESLAT has been rising from approximately 12% to 16%. Some at risk factors the data revealed are over aged/undercredited high school students, in high school for more than 3 years and less then 20 core credits, end of grade 9 and less than 4 credits, students didn't make progress on NYSESLATand students scoring in only first percentile on NYSESLAT during the 2014 and 2015 administrations.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

Currently, we do not administer any Native Language Examinations. However, an analysis of the RLAT has revealed that there are patterns in improvement for Speaking and Reading across grades and proficiencies. We will need to focus on the writing and listening

components as evidenced by the slight decrease in scores. We only provide a free-standing ENL program so the only language is English.

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?
During team meetings, the ELL Teacher and the content area teachers collaborate and discuss instructional strategies which can be incorporated to support the ELLs during the instructional process. These ELL-friendly strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments. Language development is scaffolded using tools that are aligned to the common core and related to the students.

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 the ELL Program will be evaluated through the NYSESLAT Results, successful credit accumulation as an indication of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate. In addition, ELLs are further evaluated based on classwork assignments, tests, student self evaluation assessments and reflections. We evaluate the success of our ELLs by comparing the of data from NYSESLAT and the NYSITELL along with in classroom testing.

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.

Initial identification of students is done by the Guidance Counselor and ESL Teacher who interview the parents with assistance of a Bilingual Paraprofessional, teachers of Foreign Languages and Parent Coordinator serving as Translators as needed. Parents are given the choice of three types of ELL Programs - Transitional Bilingual Education, Dual Language and Free-Standing English as a Second Language. However, parents are informed that Preparatory Academy for Writers offers only Free-standing English as a Second language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. The ESL teacher determines the eligibility of students for the ESL Program and administers the NYSITELL within 10 days of admittance to the school. Students are placed in homogenous classes based on the NYSITELL results. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test to the students addressing the four modalities - speaking, reading, writing and listening. Parents are notified about the NYSESLAT testing schedule in their native languages and English. ELLs must be placed in the parent's program of choice within 10 days of enrollment. Students are immediately placed in the program of choice currently offered by the school with a full schedule. Once students have been admitted to the school they are tested using the NYSITELL to gauge their language proficiency. Students are tested for reading, writing, listening, and speaking proficiency and then placed in the appropriate class based on their results. All teachers only speak English.

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).

When the parent/guardian reports to the school with the student, the parent /guardian completes the Home Language Identification Survey. The parent /guardian is asked to indicate prior schooling. During the intake process conference, the parent is asked about the student's years of schooling. If it is determined that there were an interruption and/or inconsistency in their formal schooling, the following steps are taken:

- . Administration of the oral interview questionnaire
- . Administration of the Literacy Evaluation for Newcomer SIFE (LENS) for those students who have a home language of Haitian Creole.
- . Exemplars of the student's written work especially in ELA, Social Studies, Mathematics and Science are used to evaluate the level of competency in those areas.

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 Home Language Identification Survey (HLIS) is administered in conjunction with an interview with the student and parent to determine the student's home language and to determine the eligibility to take the New York State Identification Test for English Language Learners (NYSITELL). This process is conducted by the Language Proficiency Team. Once it is determined by the LPT that the student is eligible, the student is administered the NYSITELL. If the student's home language is Spanish, the Spanish LAB is administered to newly identified ELLs. If the LPT determines that the student should not take the NYSITELL a recommendation is made to the principal. Upon review, if the principal determines that the student should take the NYSITELL the student takes the NYSITELL and the identification process continues as with all students. If the principal determines that the student should not take the NYSITELL, the case is forwarded to the superintendent for review. Upon review the superintendent determines that the student should not take NYSITELL, the parent is notified. The ELL Identification Process terminates.

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.

After NYSITELL results have been received and reviewed, letters are mailed to parents in languages available. An entitlement letter is sent to the parents/guardians of each student in their parents' home language who is eligible for ELL services based on the NYSITELL results giving them the information about their child's score and placement. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.

5. Describe 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).

Parents will be informed via writing the results of NYSITELL and ELL status using the NYCDOE standard parent notification letters. An entitlement letter is sent to the parents/guardians of each student in their parents' home language who is eligible for ELL services based on the NYSITELL results giving them the information about their child's score and placement. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record. Files and letters are maintained in the AP of Student Services office.

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.

In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language by the ELL Coordinator, Guidance Counselor and translator as needed. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's Home Language which provides information on the new reorganization of the Department of Education and the right to choose educational options, an explanation of the state and city standards, the core curriculum, assessments, student expectation and school program requirements. Parents are also provided with brochures in their Home Language that explain the three program models that are provided in the New York City Public School System: Transitional Bilingual Education Programs, English as a Second Language Programs and Dual Language Programs. Once parents are informed of these options, parents are given a Parent Survey and program Selection Form on which they indicate their program choice. The parent choice is indicated in the designated screen in ATS (ELPC) upon completion of the form. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record. An entitlement letter is sent to the parents/guardians of each student in their parents' home language who is eligible for ELL services based on the NYSITELL results giving them the information about their child's score and placement. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.

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.

The only program offered is a free-standing ENL program. After NYSITELL results have been received and reviewed, letters are mailed to parents in languages available. An entitlement letter is sent to the parents/guardians of each student who is eligible for ELL services based on the NYSITELL results. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.

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

The pupil accounting secretary monitors the completion of forms. Telephone outreach is done and meetings are scheduled so that the parent can complete the forms. An entitlement letter is sent to the parents/guardians of each student in their parents' home language who is eligible for ELL services based on the NYSITELL results giving them the information about their child's score and placement. Upon completion of the documents, they are placed in the student's cumulative file and remain a part of the student's permanent record.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the placement is determined, the placement letters are prepared and mailed to parents. Parents are sent information in a timely manner in their home language. The contact is AP of student services.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The ELL documentation for each child is placed within the child's cumulative folder. The AP of student services is responsible for the maintenance of records, has access to ELL documentation, and keeps original/copies in the guidance office.
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.
Each ELL student is administered the NYSITELL to determine English proficiency. In order to maintain the integrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are first received and also after the completion of the day's testing. Someone other than the students' teacher is assigned to administer and score the speaking subtest. The writing subtest is scored by a committee of teachers. No teacher scores more than half of the constructed response question in the students' writing subtest booklet. No ESL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the administration schedule, as outlined by the State Education Department, the Speaking subtest is administered to students individually at a location separate from other students during the time frame allocated. Scoring is done at the time of administration. The Listening, Reading, and Writing subtests are administered to students during the scheduled time allocated. Any opportunity for make-up test dates are done during the primary administration period. Before the administration of the NYSESLAT, letters are mailed to parents translated in Native Language and English to appraise them of the examination. Students are allowed the time that they need to complete the test following the state mandates. All ELLs are informed of dates of exams and sent to the library. Students are tested as a group for reading, writing, and listening on three different days. Speaking is tested individually from April through May. Ms. Smartt is the ESL teacher. ATS reports used to determine NYSESLAT eligibility are LAB-R and RLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The notifications letters are prepared and mailed to parents. AP of student services is responsible for correspondence in parents preferred home language.
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).
The only choice is Free-Standing, that is the only option they can choose. However, a TBE program will be implemented if 20 or more parents of the same home language and the same grade request the TBE program. Yes. Free-Standing. If parents want other options we assist them in taking steps to pursue another school that offers the program they would like for their child.

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]).
- Freestanding ENL program.
Instruction is delivered using a Self-Contained model and homogeneous grouping. We offer a freestanding ENL program where emerging and entering students meet together.
 - TBE program. *If applicable.*
N. A.
 - 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?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSITELL. Students who are at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes

daily every week; Advanced level have 1 ESL Class and 1 ELA Class daily every week. 180 minutes a week is required for expanding, 540 minutes for ENL entering and emerging students. Units of study mirror general education with scaffolding.

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.

Content areas deliver instruction following the Standards for ELL, ELA and the Standards for the specific content areas which are aligned to the Common Core Standards. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards. Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for instruction and to promote success. Achieve 3000, English Yes textbooks, Read180 and engage NY. Students use translation to assist with content. The programs used have an interdisciplinary approach covering all subject areas. The engage NY curriculum and Achieve 3000 are aligned to CCLS.

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

Students will be given the opportunity to take the Regents examinations in the native language when deemed necessary.

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

ELLs are tested in all four modalities of reading, writing, speaking and listening. In the beginning of the year students are giving a pretest that samples all four modalities. In class assessments are aligned to units of study given weekly and monthly.

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) The instructional plan for SIFE consists of one-to-one tutoring, read aloud activities, phonics, spelling, guided reading and writing, modeled writing, shared writing, audio books - listening, pronunciation and reading, films and use of manipulatives.

(b) Develop reading skills. Give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective strategies for increasing literacy skills. Integrate technology to support writing instruction and motivate students to use written language to communicate. Encourage students to develop literacy skills in their native language, then transfer these skills to learning English. Work from strengths. Build on what students already know. Draw on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages. Connect with students' families and culture. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise of community members. Give ELL students opportunities to teach others about their first language and home culture. Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners. Give students opportunities to talk about shared learning experiences. Hands-on, experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations, and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

(c). Students designated as ELLs have additional after-school help, one-to-one tutoring, and lunch time reading with teacher or buddy. They also have the opportunity to participate in Extended Day activities such as PM School and Saturday Extended Day classes and Regents preparation and tutorial sessions to help them to further acquire the skills and subject content needed to master the Regents examinations. Students and parents participate in individual and group counseling to keep both students and parents abreast of their academic progress as well as graduation requirements. Our instructional program will place additional emphasis on the writing, reading and listening component. We will establish a successful writing and reading program by implementing the following practices:

~Conducting explicit instruction of skill. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write edit and to provide each other with feedback. By examining each other's work, students have the opportunity to learn new words, and understand the mechanics of writing.

~Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules and routines of writing and reading comprehension. Students will be taught what to do during the editing stage, conferencing, reading and analyzing. We will emphasize the use of glossaries, dictionaries and highlighters for editing. Students will be asked to keep a notebook with thoughts, Literature Logs, quotes and notes for future writing, reading and interpreting. The teachers will manage time within the diverse writing activities, but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing programs, the internet and word processing programs.

~Set high standards for writing. Although we implement all the learning standards in our ESL class, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills on how to be a successful writer.

~Focusing on vocabulary development. To increase vocabulary, students will be engaged in enriched story-related writing.

~Implementing a differentiated assessment process. Based on the level of Second Language proficiency, each child will have a differentiated growth plan and there will be more teacher and student reflection and debriefing.

~Use rubrics and self-evaluation. The teacher will incorporate a writing rubric to assess level of proficiency in topics taught and they will utilize self-evaluation for self-discovery.

(d) To further support the academic advancement of the ELL population, students will enroll in Saturday classes. Students also attend the OELL College Bound Program where students are given targeted assistance in developing reading skills and guided writing, SAT and College. Students and parents will participate in individual and group counseling to ensure their academic success. Students are provided with testing accommodations of extra time for two years and are offered afterschool support.

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.

Regular monitoring of the report cards, performance reports and parent conferences. If a student tests out and leaves the country and comes back more than two years later the student needs to be retested to see if they are still proficient. If not they return to the ENL program.

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?

Content areas deliver instruction following the Common Core and content specific standards scaffolded to support students with ELL SWD. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and

expectations for independent applications to help students meet and/or exceed the Common Core and New York State Standards.

Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for

instruction and to promote success. Through the after school program.

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?

Students who are ELL-SWD are enrolled in CTT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

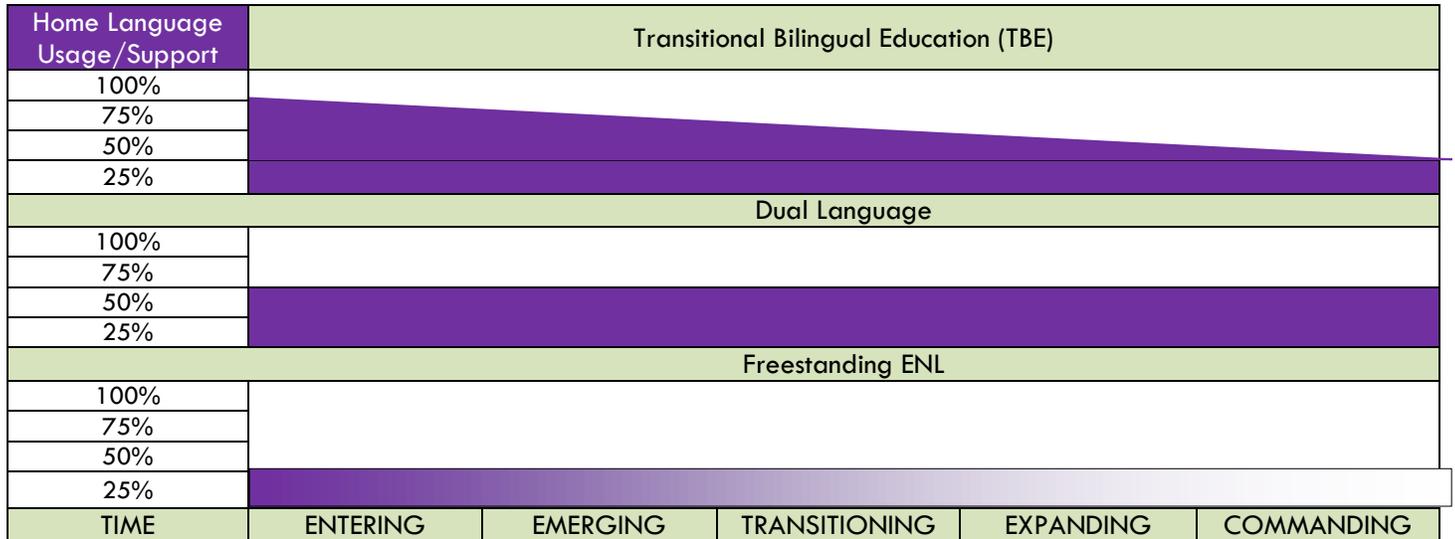


*Note “other approved services” does not apply to New York City at this time.

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.
ELL students participate in the After School Tutorials and Extended Day Saturday Regents Review and preparation programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Teachers are notified of ELLs in their class and provided with dictionaries in their native language and glossaries for content areas. Formative and summative assessments are used. Data is reviewed regularly as with general ed students.
12. What new programs or improvements will be considered for the upcoming school year?
We will continue to improve the delivery of instruction to support the ELLs in the content classes so that they will meet and exceed the benchmarks for the Common Core Standards.
13. What programs/services for ELLs will be discontinued and why?
N. A.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students are afforded equal access to all school programs. Students participate in the Homework Helpers Program and Clubs such as the Multicultural Club to help them acclimate as well as to help them develop an appreciation, tolerance and respect for cultural diversity. It also allows them to develop and gain proficiency in learning and speaking English in a social setting. After school support services are offered to all students. Students work with students with the same home language.
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.
Components of The Read 180 Program provides differentiated, adjusted instruction and practice in word study, vocabulary, fluency, spelling and comprehension. Leveled textbooks and other content-based resources such as manipulatives, glossaries, dictionaries and libraries are utilized. Ipads are used in the classrooms in small groups. Glossaries for content and dictionaries for translation.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
N. A.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Required services support, and resources correspond to ELLs ages and grade levels. All curricula is grade level and age level appropriate. Teachers use IEPs to modify instruction.
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).
Students participate in the Homework Helpers Program and Clubs such as the Multicultural Club to help them acclimate as well as to help them develop an appreciation, tolerance and respect for cultural diversity. It also allows them to develop and gain proficiency in learning and speaking English in a social setting. The summer bridge program is offered to all incoming freshman. Guidance counselors lead the program.
19. What language electives are offered to ELLs?
N/a
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.)
Staff will participate in ongoing, long term targeted professional development with strong emphasis on the Common Core Learning Standards, differentiated and academic language development strategies. The majority of the instructional staff members are senior teachers who have met the requirements (7.5 hours to 10 hours) of professional development in ESL methodology. However, in order to keep abreast of the instructional strategies and teaching methodologies of ELLs, teachers have participated in ELL professional development workshops in QTEL. This include Universal Design for Learning which allows for Multiple means of Representation, Multiple Means of Actions and Expression and Multiple Means of Engagement. The instructional staff also engages in professional development activities throughout the year that enable them to discuss and incorporate ELL-friendly strategies which will support ELLs in the content areas. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments . This ensures that they remain current in the instructional strategies and techniques that will enable our ELLs to succeed. The topics include the following:
Academic Vocabulary
Text-based Answers
Workshop Model
Curriculum Mapping
Looking at Students' Work
Differentiated Instruction
Tiered Assessment
Using Data to Inform and Support Instruction specifically for ELLs
Writing Process Workshop for ELLs
Collaborative Planning
Use of Native Language Support Resources in the content area classroom (Glossaries, dictionaries, leveled reading materials as available)
Testing Accommodations for ELLs (current and former) during standardized and classroom testing.
All staff members meet every Monday. Ms. Sartt attends ENL workshops provided by the DOE.
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?
Please see response in question 1. Engage NY, Achieve 3000 and Read 180, Theater program for ENL with the Aurthur Miller Foundation.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Any PDs offered by the DOE.
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.
All records are maintained in the AP of student services office.

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?

Parents are invited to participate in workshops based on their needs and the needs of students. Through individualized counseling and planning sessions, parents are kept abreast of students' progress. Parents learn about graduation requirements, school rules, and other workshops. These targeted workshops include how to access student data using Pupil-Path an electronic grading systems and how to intrepret the information. Parents are also given resources on how to improve communication in English. Parents also participate in school-based activities.

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.

In the AP of student services office

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to participate in workshops based on their needs and the needs of students. Through individualized counseling and planning sessions, parents are kept abreast of students' progress. Parents learn about graduation requirements, school rules, and other workshops. These targeted workshops include how to access student data using Pupil-Path an electronic grading systems and how to intrepret the information. Parents are also given resources on how to improve communication in English. Parents also participate in school-based activities. The parent coordinator has special events and meetings for all parents.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
My Guardians Keeper supports all at risk students.
5. How do you evaluate the needs of the parents?
Parental needs are surveyed.
6. How do your parental involvement activities address the needs of the parents?
Parental surverys are utilized to assess needs and determine focus for meetings and events.

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:

School Name: <u>Preparatory Academy for Writer</u>		School DBN: <u>29Q283</u>	
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)
Mr. Charles Anderson	Principal		10/30/15
Mr. Mahendra Singh	Assistant Principal		10/30/15
Ms. Tanya Gilliard	Parent Coordinator		10/30/15
Ms. Jacqueline Smartt	ENL/Bilingual Teacher		10/30/15
Ms. Debra Genius	Parent		10/30/15
Ms. Stephanie Tello/English	Teacher/Subject Area		10/30/15
Mr. Richard Spanbock/English	Teacher/Subject Area		10/30/15
N. A.	Coach		1/1/01
N. A.	Coach		1/1/01
Ms. Gabrielle James	School Counselor		10/30/15
Mr. Michael Prayor	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		1/1/01
Ms. Karen Kugler	Other <u>Related Service Prov</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01