



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: WARREN PREP ACADEMY, PUBLIC SCHOOL 28K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K028

PRINCIPAL: SADIE SILVER **EMAIL:** SSILVER11@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Sadie Silver	*Principal or Designee	
Debra Martinez	*UFT Chapter Leader or Designee	
Shameeka White	*PA/PTA President or Designated Co-President	
Belinda Leon	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Serena Jefferson	UFT Member/ Teacher	
Naomi Rodriguez	UFT Member/ Teacher	
Sharon McCrackin	Member/ Parent	
Betty-Anne Douglas	Member/ Parent	
Eilenlly Kilgour	Member/ Parent	
Charisse Thornton	Member/ Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

To strengthen student work by examining and refining curriculum, assessment, and classroom instruction

Objectives:

By June 2012 40% of students will score at or above grade level on the 2012 NYS English Language Arts Exam resulting in a 9% increase from 31% to 40%.

By June 2012 50% of students will score at or above grade level on the 2012 NYS Mathematics Exam resulting in a 6% increase from 44% to 50%.

Comprehensive needs assessment

Improving student performance in order to meet the rising effective AMO

2010-2011 Progress Report Data indicated that we received a D in performance.

Instructional strategies/activities

- By January 2012 100% of Pre-K - 2 teachers will develop and implement a curriculum map that includes performance tasks for the selected NYS Common Core Standard in ELA: written response to informational texts through group activities and with prompting and support by December 2011.
- By January 2012 100% of teachers in Grades 3-5 will develop and implement a curriculum map that includes performance tasks for the selected NYS Common Core Standard in ELA: written analysis of informational texts and written opinion or argument based on an analysis of information texts.
- We will continue to utilize the Teacher's College Writing Program as our Common Core-aligned curricula and include multiple entry points for all learners including students with disabilities and English Language Learners.
- The Teacher's College T.C. Consultant along with the administrative staff will provide teachers with staff development on curriculum, assessment and classroom instruction as it relates to the Common Core Standards.
- At least 3 units of Science and 3 units Social Studies will be taught during the school year and aligned to the selected Common Core Standards.
- Literacy by Design in Grades K-2 for reading. Teacher's College Reading for grades 3-5 and Writing Workshop in Grades K-5 will be aligned to the Common Core Standards in ELA to engage students in rigorous tasks, embedded in well-crafted instructional units with appropriate supports.
- The Common Core Standards in Mathematics will drive our math instructional program using Everyday Math as a Resource as reflected in our Mathematics Curriculum Maps with a special focus on the following:
 - **Standards of Practice:** Model with Mathematics and/or Construct Viable Arguments and Critique the Reasoning of Others
 - **Domain of Focus:**
 - Pre-K & K:* Operations and Algebraic Thinking
 - 1st and 2nd Grades:* Numbers and Operations in Base Ten
 - 3rd Grade:* Operations and Algebraic Thinking
 - 4th and 5th Grades:* Numbers and Operations - Fractions

- Our Extended Day Program will consist of the targeted based programs that are aligned to the reading levels of students and data driven skill instruction to provide students with additional support.
- A K-2 intervention program will be part of our extended day program as well using Wilson’s Foundations
- In October 2011 our Study School Program to assist students in reading and homework assistance will begin for all students in Grades 3-5 to increase time on task.
- By December 2011 our After School Program focusing on Math will begin to provide further interventions for students in Grades 3-5.

Strategies to increase parental involvement

- providing materials and training on a bi-monthly basis 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 during monthly meeting and upon individual parent requests;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand through parent newsletters, school messenger and our website www.warrenprep.com
- the administrative staff and school wide inquiry team providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

Strategies for attracting Highly Qualified Teachers (HQT)

- All staff members are highly qualified except one teacher who is able to use HOUSE.

Service and program coordination

- We will continue to implement the Restorative Practices Safer Saner School Model to address the behavioral and social emotional needs of students spearheaded by our school counselor and social work interns.
- Students will participate in swimming classes, dance, music and other enrichment programs throughout the school year.

Budget and resources alignment

ASSISTANT PRINCIPAL 2.00 \$ 255,352

3 WHOLE CLASS 1.00\$ 147,144

4 WHOLE CLASS 2.00 \$ 149,270

5 WHOLE CLASS 2.00 \$ 147,144 Section Assignment Type of Class/Service Positions Budget Special Needs - Support Services

ATTENDANCE PUSH IN/PULL OUT 1.00 \$ 100,146

ESL PUSH IN/PULL OUT 1.00 \$ 73,572 INTERVENTION/PREVENTION PUSH-IN -special ed \$ 73,572

SPEECH PUSH IN/PULL OUT 1.00 \$ 74,087
Special Needs - Support Services Total 4.00 \$ 321,378
Per Session AFTER/BEFORE SCHOOL STUDENT PROGRAMS \$ 88,621
CURRICULUM & STAFF DEVELOPMENT CONTRACTS \$ 57,699
EDUCATIONAL SOFTWARE \$ 16,301
LIBRARY BOOKS \$ 1,444
TEXTBOOKS \$ 11,146
INSTRUCTIONAL SUPPORT AFTER SCHOOL INQUIRY TEAM \$4,500

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To achieve excellence in student work through highly effective teaching

Objective:

Throughout the school year the administrative staff will use sections of Charlotte Danielson's Framework for Teaching to articulate clear expectations for teacher practice and serve as the focus of staff development as evidence by formal and informal observation reports.

Comprehensive needs assessment

2010-2011 Progress report data indicates that we rank at 23% in ELA Proficiency and 38% Math Proficiency in the schools in our radius based on the performance of students on the 2011 NYS Exams.

Instructional strategies/activities

- By September 2011 teachers will receive professional development around Charlotte Danielson's Framework for Teaching.
- By November 2011 all teachers will create professional development goals that will be the focus individualized professional development plans that utilize ARIS Learn.
- The administrative staff and teachers on the peer review team will engage in short, frequent cycles of classroom observation, collaborative examination of student work, and timely, specific, evidence-based feedback teachers can act on to increase the rigor and effectiveness of their instruction throughout the 2011-2012 school year.
- Teachers will receive feedback on student work on Common Core-aligned tasks and on successes and challenges related to reaching all students, including students with disabilities and English Language Learners.
- The administrative staff and member of the peer review team will strengthen their own capacity to provide high-quality feedback to teachers through professional development including but not limited to ARIS Learn and support from our network team.
- Our Bi-Monthly Keeping in Focus Newsletter will highlight instructional expectations, success and next steps based on the Danielson Framework for Teaching.
- Teachers will participate in inter-visitations to see proficient and distinguished teaching practices in a particular domain and/or element.

Strategies to increase parental involvement

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Budget and resources alignment

ASSISTANT PRINCIPAL 2.00 \$ 255,352
CURRICULUM & STAFF DEVELOPMENT CONTRACTS \$ 57,699
Set-Aside SETASIDE FOR SSO SUPPORT \$ 34,000
Per Session AFTER/BEFORE SCHOOL STUDENT PROGRAMS \$ 88,621

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Teachers will work together to engage all students in rigorous tasks, embedded in well-crafted instructional units and with appropriate supports.

Objective

100% of teacher teams will meet during our Extended Day professional development sessions to look closely at student work resulting from Common Core tasks to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff as evidenced by Teacher Collaborative Inquiry Binders.

Comprehensive needs assessment

Improving teacher quality and effectiveness to ensure that rigor and differentiated practices are being used to meet the needs of individual students, sub groups and high risk population. The 2010-2011 progress report indicated that 48% of students made progress in ELA and 44% of students made progress in Math resulting in an F for student progress.

Instructional strategies/activities

- Teachers will utilize the Common Core Library, Exemplars, and ARIS Communities during Teacher Team Meetings to embed rich performance tasks in their units of study in all subject areas.
- The School-Wide Inquiry Team will meet beginning in late October 2011 to review student work around performance tasks and provide teachers with research-based strategies that will help students reach the next level of performance that the Common Core Standards demand.
- Teachers will work collaboratively to video tape their practices and utilize the Framework for Teaching Rubrics to analyze their pedagogy as it relates to student learning.
- All school teams will use protocols to facilitate discussions.
- Teachers will develop a shared understanding of success as defined by the new standards, and determine how to adjust teacher practice to support student development along the continuum of college and career readiness.
- Our Network Achievement Coach will support administrators and teachers in analyzing teacher and student work to develop and implement plans to support teachers toward success with all students.
- Our Network Achievement Coach will provide clear and concrete feedback to support teachers' professional growth and development.
- Through the work of implementing the task, teachers will begin adjusting their curriculum and instruction to help all students move toward high expectations of the Common Core Standards.

- In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.

- In Math, students will engage in cognitively demanding mathematics tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

Strategies to increase parental involvement

- 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

- 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;

Budget and resources alignment

Per Session AFTER/BEFORE SCHOOL STUDENT PROGRAMS \$ 88,621

CURRICULUM & STAFF DEVELOPMENT CONTRACTS \$ 57,699

DATA PROCESSING REPAIR - CONTRACTUAL \$ 4,818

EDUCATIONAL SOFTWARE \$ 16,301 LIBRARY BOOKS \$ 1,444

NON-CONTRACTUAL SERVICES \$ 10,583

SUPPLIES - GENERAL \$ 30,783

TEXTBOOKS \$ 11,146

Section Subject Type of Class/Service Positions Budget Elementary Cluster/Quota

MATH 1.00 \$ 89,517 MUSIC WHOLE CLASS 1.00 \$ 73,572 PHYSICAL EDUCATION WHOLE CLASS 1.00 \$ 73,572 SCIENCE - EARTH SCIENCE

PUSH IN/PULL OUT 1.00 \$ 73,572

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To increase the level of support for all stakeholders by continuing to implement the Safer Saner Model of Restorative Practices providing students with intervention, prevention and at risk services on a consistent basis as reflected in teacher lesson plans, AIS logs, and guidance notes.

Comprehensive needs assessment

Our attendance data for 2010-2011 was 92% further analysis indicated that we ranked at 22% compared to schools in the city. Many of the students with chronic attendance were in the testing grades.

Instructional strategies/activities

- One Collaborative Inquiry Session per week will be devoted to Base and Expert Team Meetings on a Rotating Basis
- One common prep per month will be devoted to Base Team Meetings
- We will revisit Affective Statements in September
- All teachers will create a classroom matrix with their students and use it to reward positive behavior on a consistent basis.
- Each Guiding Team member will ensure that their team meets when scheduled.
- Two elements will be completed and evaluated using the Staff Proficiency Form by the end of December with at least 80% of staff members scoring proficient on each element.
- Mr. Taylor, parent coordinator, will work with Ms. Brown, guidance counselor, to develop a system of Big Bucks that will track students who are exhibiting positive behavior on a regular basis.
- The Cafeteria Staff will create a matrix for the cafeteria to make expectations clear to students.
- Ms. Hutchinson will work with Ms. Brown to ensure that bi-monthly attendance awards are distributed to parents and students
- Ms. Brown will announce which classes scored the highest attendance each afternoon.
- PBIS and Restorative Practices will be posted on the school website www.warrenprep.com and via our P.S. 28K Buzz Newsletter.
- Parents will have access to online test prep sites such as New York I-Ready Test Prep and Kidbiz3000.com to help their child succeed on standardized exams.

Strategies to increase parental involvement

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

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

Budget and resources alignment

- Leadership Total 3.00 \$ 383,559
- Classroom Teacher Total 16.00 \$ 1,222,467
- Elementary Cluster/Quota Total 4.00 \$ 310,233
- Special Needs - Support Services Total 4.00 \$ 321,378
- Guidance/Social Workers GUIDANCE COUNSELOR 1.00 \$ 85,961
- Paraprofessionals Total 3.00 \$ 116,194
- Coordinator/Supervisor/Dean
- PARENT COORDINATOR 1.00 \$ 39,000
- Set-Aside SETASIDE FOR SSO SUPPORT \$ 34,000

Annual Goal #5

To increase the level of student engagement and teacher pedagogy through the use of technology

Comprehensive needs assessment

In May of 2011 smart boards were installed in all classrooms. We also had a state of the art computer lab installed and are fully utilizing it this school year to increase student engagement.

Instructional strategies/activities

- By September 2011 teachers will work collaboratively to integrate the smart board and laptops into their lessons.
- By September 2011 teachers will have access to the computer lab via a sign-up sheet on open lab periods.
- By October 2011 kidBiz3000 will be used in the computer lab and classrooms to accelerate student proficiency in reading.
- By October 2011 periodic assessments will be administered using technology such as MCLASS Math, Teacher's College Assessment System and Acuity.
- By November 2011 each class will visit the computer lab at least once per week to utilize online learning programs as well as to learn how to create projects, power point presentations, etc.
- By November 2011 teachers will have access to curriculum mapping software that will allow them to plan collaboratively, share lessons, and align the curriculum to the Common Core Standards.
- By December 2011 ARIS Learn will be incorporated into all individual professional development plans as a source of self-directed learning and personal growth.

Strategies to increase parental involvement

- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Gang awareness, puberty, bullying and student government programs will be coordinated throughout the school year to provide students with awareness training.
- The students will also participate in a variety of community service projects.

Budget and resources alignment

OTPS CURRICULUM & STAFF DEVELOPMENT CONTRACTS \$ 57,699
DATA PROCESSING REPAIR - CONTRACTUAL \$ 4,818
EDUCATIONAL SOFTWARE \$ 16,301
EQUIPMENT \$ 3,170 TEXTBOOKS \$ 11,146
FURNITURE (OBJECT 300) \$ 4,965
LIBRARY BOOKS \$ 1,444
School Aides and Other Support Staff \$ 101,960
PRINTING SERVICES - CONTRACTUAL \$ 5,196

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	3	3	3	2
1	10	10	N/A	N/A	3	3	3	2
2	10	10	N/A	N/A	4	0	4	1
3	10	10	N/A	N/A	5	3	1	1
4	10	10	5	5	5	5	3	1
5	10	10	0	0	5	3	3	2
6								
7								
8								

9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Wilson’s Foundations small group instruction during extended day in Grades K-2. Guided Reading small group instruction and one tone during the school day. Study Hall after school tutoring program. Test Preparation small group targeted instruction during the school day and after school.
Mathematics	Study Hall after school tutoring program. MCLASS Math small group instruction during the school day. Test Preparation small group targeted instruction during the school day and after school.
Science	Exemplars science program during the school day for 4 th grade students.
Social Studies	Teacher’s College Content Area units of study during the school day. It includes one to one conferences and small group instruction.
At-risk Services provided by the Guidance Counselor	Restorative Practices Safer Saner School Model and well as Positive Behavior Intervention Supports during the school day.
At-risk Services provided by the School Psychologist	Boy’s Resiliency Program, one to one small group instruction during the school day.

At-risk Services provided by the Social Worker	Girl's Resiliency Program, one to one and small group instruction during the school day.
At-risk Health-related Services	Asthma classes one to one and in small groups

WARREN PREP ACADEMY, PUBLIC SCHOOL 28K
PARENT INVOLVEMENT POLICY

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

**WARREN PREP ACADEMY, PUBLIC SCHOOL 28K
SCHOOL-PARENT COMPACT**

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011–12

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school’s submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Lucile Lews	District 16	Borough Brooklyn	School Number 028
School Name The Warren Prep Academy			

B. Language Allocation Policy Team Composition [i](#)

Principal Ms. Sadie Silver	Assistant Principal Ms. Lakeasha Williams
Coach Jennifer Butan–John	Coach
ESL Teacher Mr. Harry Dishon	Guidance Counselor Ms. R. Brown
Teacher/Subject Area Ms. McMennemy	Parent Ernest Krou
Teacher/Subject Area Ms Felder	Parent Coordinator Mr. Kyle Taylor
Related Service Provider Ms. Murray	Other Theresa Lovelace, Asst. Princ.
Network Leader Lucile Lewis	Other type here

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0

Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0
--	---	--	---

D. School Demographics

Total number of students in school	245	Total Number of ELLs	16	ELLs as share of total student population (%)	6.53%
------------------------------------	-----	----------------------	----	---	-------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At PS 28K a system has been put in place to be able to efficiently identify all those students who qualify for ESL services and to acquaint parents of the program choices available to them. A Home Language Identification Survey (HLIS) is given to all parents or guardians enrolling their children for the first time in a public school. These forms are passed on to a certified ESL teacher who evaluates The Language Survey to determine which students are eligible to be administered the Lab-R exam, which will ultimately determine if the student qualifies to receive ESL services. In the event of any parent clearly showing difficulty speaking English, The ESL teacher is immediately called to assist in the enrollment procedure and to find the appropriate translation solution for the accurate enrollment, assessment, and interview of the parent and the student.

Once the HLIS has been filled out, analyzed by the certified ESL teacher, a Lab-R exam to test English proficiency is administered within ten days and hand scored by the ESL teacher to determine eligibility for ESL services using the LAB-R cut scores provided each year in Office of Assessment memos. If service is indicated, the child is immediately placed in our Freestanding ESL program and a letter is sent out in English and in the home language of the parent or guardian to inform them of the child's ELL status and eligibility for ESL services and inviting them in to a Parent Orientation Meeting.

At the Parent Orientation Meeting, documentation is given to parents and an orientation video is viewed (in their home language where possible) to explain the different program choices. At this point, the parent

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	6						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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 special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	12		3	4		0	0	0	0		16
Total	12	0	3	4	0	0	0	0	0		16

Number of ELLs in a TBE program who are in alternate placement:

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0

Dual Language (ELLs/EPs)

9–12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ___

Asian: ___

Hispanic/Latino:

Native American: ___

White (Non-Hispanic/Latino): ___

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	2	3	2									10
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1										1
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			2	1		1								4
TOTAL	1	2	4	6	2	1	0	0	0	0	0	0	0	16

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

PS 28K has a small but flexible freestanding ESL program which has been a combination of the push-in and pull-out models depending on the student's age, level of proficiency and their specific strengths and weaknesses. In the past, for kindergarten, first and second grade newly arrived students, the push-in model has been preferred since it was deemed important for these newcomers to have regular and familiar surroundings as they are learning the rituals and routines being taught by their main classroom teachers. Here, because of the limited number of students, the ESL teacher was able to push in and support the child with his class work while at the same time gaining the child's trust and comfort with him and so, ready to be pulled out later when he or she became stronger in English and more acclimated to the new environment and culture. For the intermediate, advanced and older grades increased confidence and autonomy made the pull-out model more effective and less distracting for mainstream students and teacher.

In the past two years the bulk of our ELLs have shifted to our lower house with currently 13 out of 16 in grades 1-3. Time and scheduling constraints have made it necessary for us to pull them out if they are to receive their mandated number of instructional minutes.

Thanks to our small size, we have the flexibility to be able to adjust our ESL schedule to ensure the mandated number of instructional minutes in ESL and ELA. Our one ESL teacher has, thus far, been able to provide services to all eligible students. Beginning and Intermediate students receive the full 360 minute of instruction in ESL per week and Advanced ELLs receive the full 180 minutes required by CR Part 154. Our ESL instruction this year is currently being scheduled in 5 x 60 minute classes per week during core time for our beginners and intermediates in all grades, and 5 X 50 minute classes per week for our advanced ELLs (more than required). This is supplemented for our beginner and intermediates by 2 X 50 minute classes during Extended Day time to give them their total number of mandated minutes.

A. Programming and Scheduling Information

Our ESL classes are generally organized by grade level where possible. They are sometimes heterogeneous by proficiency level if possible, but usually with no more than two contiguous levels or two contiguous grades together. This year, we have managed to maintain homogenous grouping by grade level for our second and third grade Intermediate and advanced ELLs. The fourth and fifth grade Intermediate and Advanced are pulled out together. ELLs at risk for not achieving the phonemic awareness and blending of letters and sounds necessary for decoding are being pulled out together for remedial phonics and targeted Read Aloud mini-lessons for book print awareness and oral work on content, like story elements, for example.

Pull-out classes are scheduled so as not to conflict with primary instructional content periods delivered by the grade level teachers in Math, Social Studies, or Science. Conformant to CR Part 154, beginning and intermediate ELLs are pulled out during their ELA instructional periods where the ESL teacher reinforces content being covered in their Literacy by Design programs as well as ESL specific curriculum standards goals. Advanced ELLs are being pulled during the writing block, as this is what they will need to test out on the NYSESLAT, and receive their one unit of ELA from the classroom teacher.

Native language support is provided in both French and Spanish through the ESL teacher during his instruction, through a small leveled library in these languages. Students also have access to the A-Z online leveled reading program and library where they can choose books during independent reading time and either read or listen in their native language and/or in English.

PS 28K understands that teaching language through the content area is the best practice for ELLs. Therefore, we provide language instruction through the content areas. The language of instruction is in English using both French and Spanish if necessary. Our program uses the balanced literacy approach as the primary vehicle for language instruction and specific programs to enhance reading, writing, and speaking fluency. PS 28K believes that "Comprehensible Input" is the key to deep language acquisition and employs best ESL teaching practices and instructional strategies to awaken and connect to students' prior knowledge. The ESL teacher makes ample use of graphic organizers, NUA thinking maps, visual aids, pictures and diagrams, use of advanced organizers and anticipatory guides to prepare vocabulary and content before reading to make texts more comprehensible, explicit teaching of vocabulary items and the presentation of of vocabulary by schemata, multiple modalities to present content and teacher modified texts to make content comprehensible.

Differentiation has become the watchword at PS 28K and we are cognizant of its importance in driving our plans for interventions on the subgroup as well as on the individual student level. Among ELL subgroups SIFES present special problems we have not yet had to deal with. SIFES can present a specific blend of over grade level worldly experience and knowledge with under development in the key academic areas of reading and other key content areas. Being only a K-5 school, we have not seen this kind of student recently. Most of our ELLs come to us at an early age in their academic development and have not lost a great deal of time. In the event of our receiving such a student in the 4th or 5th grade the best plan would be to first and foremost address the necessity of a remedial phonics and basic reading strategies, but striving to find material of interest to the older at risk reader. A thorough evaluation of the individual student would be necessary.

New comers to PS 28K are serviced with the intention of giving them the language skills to function in their new country, community and school. This means daily activities in the four skills of reading, writing, listening and

A. Programming and Scheduling Information

speaking. In the lower grades, stress is put on the communicative skills of following classroom instructions, recognizing and naming classroom and other everyday objects, and expressing basic polite requests and needs. Academic goals are phonemic awareness, letter/sound recognition, legible letter production and book and print awareness. Beginners who will need to take the ELA exam the following year receive intensive input of academic and grade level vocabulary, reference to cognates wherever possible and bilingual glossaries in content areas. All of the afore mentioned methods are used to make content comprehensible.

Our plan for long term ELLs (4–6 years, as a K–5 school we have no ELLs with more than 6 years of service.) is to evaluate them on an ongoing basis as they work with the ESL teacher in close and constant conferral with their grade level teacher and with other interventionists. Instruction is driven as well with the data gleaned from periodic assessments and students NYSESLAT scores to determine the areas in which they need the most improvement. Steps are then planned for the next teaching steps for extra attention on those areas. Our goal is that long term ELLs receive the full support and encouragement they need to gain proficiency as an ESL student.

Students with special needs receive the intervention they need from the specialists indicated in their IEPs. All efforts are made to find strategies that will work to increase their motivation to learn and their ability to retain new language and content input. Likewise, as above, assessments are made, objectives are set, and next steps are

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

which all students in the class speak. Do not include:

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PastOur plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation and refining of components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of Running Records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. Modules of ESL classes are dedicated to preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher follows the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. Last year, for example, a fifth grade student who scored proficient on previous year's NYSESLAT, was still being pulled out by the request of the classroom teacher because he is slipping in his writing assignments. He scored level 3 on both the ELA and Math exams. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

We are currently seeking new programs that will meet the needs of our ELL students in literacy and hope, budgetary constraints considered that we will be able to purchase the Imagine learning program being piloted by the DOE. We will not be discontinuing any program this year.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PastOur plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation and refining of components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of Running Records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. Modules of ESL classes are dedicated to preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher follows the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. Last year, for example, a fifth grade student who scored proficient on previous year's NYSESLAT, was still being pulled out by the request of the classroom teacher because he is slipping in his writing assignments. He scored level 3 on both the ELA and Math exams. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

We are currently seeking new programs that will meet the needs of our ELL students in literacy and hope, budgetary constraints considered that we will be able to purchase the Imagine learning program being piloted by the DOE. We will not be discontinuing any program this year.

ELLs participate fully in all school programs and are given the same opportunities as all other students in

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

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1–5 here

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

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The professional development plan for our ELL personnel is to encourage and enable our ESL staff to take advantage of all professional development possibilities offered by The Office of English Language Learners. All staff members will participate in professional development provided by contracted PD organizations like the National Urban Alliance and The Institute for Restorative Practices. In-house professional developing on inquiry based learning, data driven instruction, curriculum mapping, and differentiated instruction will offered through out the school year. Our current ESL teacher is still working to fulfill his mandated number of PD hours that must be completed to satisfy certification requirements during the first five years of teaching as well. This year, he has already participated in two professional development workshops offered by Teacher's college in ELL best practices teaching strategies for teaching first and second grade reading and writing and the LIU BETAC on ELL compliance issues. The administrative staff will continue to model lessons, schedule Intervisitations, offer in class coaching and planning support through out the year. The ESL teacher will participate in all ESL periodic assessment training offered by the Children First Staff at the central level to ensure that he is utilizing tools such as ARIS, Acuity and Scantron.

Our Guidance Counselor works in close coordination with the ESL teacher to provide information and support for the transition of our ELL students from P.S. 28K to the Middle School of their choosing. Parents will participate in one to one conversations with the principal as well as the guidance counselor to discuss middle school options and to make the transition as seamless as possible.

The minimum of 7.5 hours of ELL training for all staff (including non ELL teachers) as per Jose P will be provided provided bu the ESL teacher. He will conduct at 5 workshops that will equate to 7.5 hours so that all teachers can learn strategies to engage ELLs within the classroom. We will not solely rely on the ESL teacher to improve the achievement of ELLs. We will explore additional professional development options as well as the Department of Education releases their city-wide professional development offerings.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
parents? 100%	
3. How do you evaluate the needs of the parents? 75%	
4. How do you ensure parental involvement activities? 25%	

E. Parental Involvement

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

Many of the families we serve hold full-time jobs which limit their availability. Most parents participate in school-wide activities. They are supportive when it comes to their child's education. They attend the parent orientation and we are flexible with times so that we can work around their schedule to the best of our ability. Parents are required to sign their child's homework every night and most of them do so.

We currently partner with the Bedford Stuyvesant Multi-Service Center to provide parents with ESL, GED, Nursing and other training options to help make families stronger. We have all partnered up with several housing development companies to assist families who are in temporary housing with their home seeking endeavors. We have partnered up with the Agency of Children Services to provide our parents with preventative support and to inform them of the many services available within our shared space with the Bedford Stuyvesant Multi-Service Center and the Jewish Board who offer kinship programs to the many foster parents who have children in our school. We are always seeking more partnerships to strengthen the families we serve.

Through the use of the NYC Learning Environment Survey and school generated surveys we evaluate the needs of our parents and rigorously seek partnerships to meet those needs. We have offered our parents housing, financial planning, academic, parenting and of course celebratory activities to meet the needs of parents. Our parents are our partners and we continue to explore ways to strengthen that partnership.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PastOur plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PastOur plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation and refining of components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of Running Records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. Modules of ESL classes are dedicated to preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher follows the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. Last year, for example, a fifth grade student who scored proficient on previous year's NYSESLAT, was still being pulled out by the request of the classroom teacher because he is slipping in his writing assignments. He scored level 3 on both the ELA and Math exams. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

We are currently seeking new programs that will meet the needs of our ELL students in literacy and hope, budgetary constraints considered that we will be able to purchase the Imagine learning program being piloted by the DOE. We will not be discontinuing any program this year.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

PastOur plan for academic language development is to provide students with extra opportunities for support. Those extra opportunities are programs such as Academic Intervention Services in which different teachers push in to the classroom and provide support for learning. P.S. 28K also offers extended day and after school enrichment programs. Small class sizes are a strong focus of the school because with smaller classes teachers can offer more help to students.

In general, The English Language Arts Program at PS 28K has set a goal to improve the quality of standards based ELA instruction in all classrooms and to increase student performance in ELA for all students including those with disabilities and English language learners. Ways in which this goal is being accomplished is through the implementation and refining of components of Balanced Literacy, ongoing intervention of specialists to inculcate lifelong reading strategies for the proficient reader and writer, regular use of Running Records and Item Analysis Reports of ELA and ESL Predictives as a means of assessment and the creation of subgroups for targeted intervention, and constant consultation among teachers and interventionist as to progress made and next steps to follow.

In Math also Item Analysis Reports are constantly used to create sub-groups, including ESL students, for intervention based on area of need. Modules of ESL classes are dedicated to preparing students for the kind of questions and the specific language of the math exam as well as practice in computation and word problem solving. For the science exam the ESL teacher follows the same model of the specific linguistic input needed to prepare for these exams.

Once students reach proficiency level on the NYSESLAT exam, ESL services are no longer provided for them. Our plan is that this should be an easy transition for them, since the ELL students have already been in the classroom all day, except for the one period of pull-out, so that they have not been missing out on the regular flow of the day routines at their grade level. These students who have tested out are monitored regularly by the ESL teacher and in regular contact with the classroom teacher to assure there is no regression in the student's ability to keep up with the classroom work. Last year, for example, a fifth grade student who scored proficient on previous year's NYSESLAT, was still being pulled out by the request of the classroom teacher because he is slipping in his writing assignments. He scored level 3 on both the ELA and Math exams. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

We are currently seeking new programs that will meet the needs of our ELL students in literacy and hope, budgetary constraints considered that we will be able to purchase the Imagine learning program being piloted by the DOE. We will not be discontinuing any program this year.

ELLs participate fully in all school programs and are given the same opportunities as all other students in

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1–5 here

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

This year the early literacy assessment tool that is being used to measure student progress is The Teacher's college assessment system. It is an invaluable tool for informing our schools instructional plan in that it gives us the precise data of exactly which of the several skills of emerging literacy our students have mastered or have yet to master and therefore gives us our next instructional steps and specific areas to target by student and subgroup formation for targeted intervention.

The general trend that we have observed here at P.S. 28K across proficiency levels and grades on the LAB-R and the NYSESLAT supports what ESL research already tells us: whatever our initial level of intake proficiency, students usually make rapid progress in listening and speaking (BICS), reaching near proficiency in one two three years, while taking much longer (three to five years) to acquire the academic vocabulary and grade level skills in reading comprehension and writing.

The relatively slow improvement in writing scores, especially, on the NYSESLAT, has prompted the ESL teacher to explicitly target specific comprehension skills and practices, and writing models for expository essay writing of various types in the 3d – 5th grade. This emphasis will continue this year as we will also continue to cultivate test taking strategies for the ELA and the NYSESLAT Exams using exam – type texts, listening passages and test questions.

As the weight of our ELL program has now shifted to our lower house, with the bulk of our students now in the First and Second Grades our main emphasis, both in ESL and School wide, will be put on reading and emerging literacy. AS in the past, Read Alouds, shared reading and modeled, shared and interactive writing will be the main vehicles of our literacy instruction. Extended activities on phonics, vocabulary, language and literary structures and patterns as well as conventions and mechanics will be continued. This year, also, at this grade level more emphasis will also be put on basic grammar and parts of speech like verbs, nouns and adjectives. for example. as

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The professional development plan for our ELL personnel is to encourage and enable our ESL staff to take advantage of all professional development possibilities offered by The Office of English Language Learners. All staff members will participate in professional development provided by contracted PD organizations like the National Urban Alliance and The Institute for Restorative Practices. In-house professional developing on inquiry based learning, data driven instruction, curriculum mapping, and differentiated instruction will offered through out the school year. Our current ESL teacher is still working to fulfill his mandated number of PD hours that must be completed to satisfy certification requirements during the first five years of teaching as well. This year, he has already participated in two professional development workshops offered by Teacher's college in ELL best practices teaching strategies for teaching first and second grade reading and writing and the LIU BETAC on ELL compliance issues. The administrative staff will continue to model lessons, schedule Intervisitations, offer in class coaching and planning support through out the year. The ESL teacher will participate in all ESL periodic assessment training offered by the Children First Staff at the central level to ensure that he is utilizing tools such as ARIS, Acuity and Scantron.

Our Guidance Counselor works in close coordination with the ESL teacher to provide information and support for the transition of our ELL students from P.S. 28K to the Middle School of their choosing. Parents will participate in one to one conversations with the principal as well as the guidance counselor to discuss middle school options and to make the transition as seamless as possible.

The minimum of 7.5 hours of ELL training for all staff (including non ELL teachers) as per Jose P will be provided provided bu the ESL teacher. He will conduct at 5 workshops that will equate to 7.5 hours so that all teachers can learn strategies to engage ELLs within the classroom. We will not solely rely on the ESL teacher to improve the achievement of ELLs. We will explore additional professional development options as well as the Department of Education releases their city-wide professional development offerings.

E. Parental Involvement

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

Many of the families we serve hold full-time jobs which limit their availability. Most parents participate in school-wide activities. They are supportive when it comes to their child's education. They attend the parent orientation and we are flexible with times so that we can work around their schedule to the best of our ability. Parents are required to sign their child's homework every night and most of them do so.

We currently partner with the Bedford Stuyvesant Multi-Service Center to provide parents with ESL, GED, Nursing and other training options to help make families stronger. We have all partnered up with several housing development companies to assist families who are in temporary housing with their home seeking endeavors. We have partnered up with the Agency of Children Services to provide our parents with preventative support and to inform them of the many services available within our shared space with the Bedford Stuyvesant Multi-Service

E. Parental Involvement

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

Many of the families we serve hold full-time jobs which limit their availability. Most parents participate in school-wide activities. They are supportive when it comes to their child's education. They attend the parent orientation and we are flexible with times so that we can work around their schedule to the best of our ability. Parents are required to sign their child's homework every night and most of them do so.

We currently partner with the Bedford Stuyvesant Multi-Service Center to provide parents with ESL, GED, Nursing and other training options to help make families stronger. We have all partnered up with several housing development companies to assist families who are in temporary housing with their home seeking endeavors. We have partnered up with the Agency of Children Services to provide our parents with preventative support and to inform them of the many services available within our shared space with the Bedford Stuyvesant Multi-Service Center and the Jewish Board who offer kinship programs to the many foster parents who have children in our school. We are always seeking more partnerships to strengthen the families we serve.

Through the use of the NYC Learning Environment Survey and school generated surveys we evaluate the needs of our parents and rigorously seek partnerships to meet those needs. We have offered our parents housing, financial planning, academic, parenting and of course celebratory activities to meet the needs of parents. Our parents are our partners and we continue to explore ways to strengthen that partnership.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	1	2	1									7
Intermediate(I)			1	1		1								3
Advanced (A)			2	3	1									6
Total	1	2	4	6	2	1	0	0	0	0	0	0	0	16

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B	1	0	0	0	1	0							
	I	0	1	1	1	0	0							
	A	0	1	2	2	0	1							
	P	0	0	1	3	1	0							
READING / WRITING	B	1	2	1	2	1	0							
	I	0	0	1	2	0	1							
	A	0	0	1	3	1	0							
	P	0	0	1	1	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3			1		1
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3					1				1
4			1						1
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1								1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

This year the early literacy assessment tool that is being used to measure student progress is The Teacher's college assessment system. It is an invaluable tool for informing our schools instructional plan in that it gives us the precise data of exactly which of the several skills of emerging literacy our students have mastered or have yet to master and therefore gives us our next instructional steps and specific areas to target by student and subgroup formation for targeted intervention.

The general trend that we have observed here at P.S. 28K across proficiency levels and grades on the LAB-R and the NYSESLAT supports what ESL research already tells us: whatever our initial level of intake proficiency, students usually make rapid progress in listening and speaking (BICS), reaching near proficiency in one two three years, while taking much longer (three to five years) to acquire the academic vocabulary and grade level skills in reading comprehension and writing.

The relatively slow improvement in writing scores, especially, on the NYSESLAT, has prompted the ESL teacher to explicitly target specific comprehension skills and practices, and writing models for expository essay writing of various types in the 3d - 5th grade. This emphasis will continue this year as we will also continue to cultivate test taking strategies for the ELA and the NYSESLAT Exams using exam - type texts, listening passages and test questions.

As the weight of our ELL program has now shifted to our lower house, with the bulk of our students now in the First and Second Grades our main emphasis, both in ESL and School wide, will be put on reading and emerging literacy. AS in the past, Read Alouds, shared reading and modeled, shared and interactive writing will be the main vehicles of our literacy instruction. Extended activities on phonics, vocabulary, language and literary structures and patterns as well as conventions and mechanics will be continued. This year, also, at this grade level more emphasis will also be put on basic grammar and parts of speech like verbs, nouns and adjectives. for example. as

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Warren Prep Academy PS 28K
16K028

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sadie Silver	Principal		11/30/11
Lakeasha Williams	Assistant Principal		11/30/11
Kyle Taylor	Parent Coordinator		11/30/11
Harry Dishon	ESL Teacher		11/3/11
Ernest Krou	Parent		11/30/11
Antoinette Mcmenemy	Teacher/Subject Area		11/30/11
Claricia Felder	Teacher/Subject Area		11/30/11
Jennifer Butan-John	Coach		11/30/11
	Coach		11/30/11
Rasheedah Brown	Guidance Counselor		11/30/11
Lucile Lewis	Network Leader		11/30/11
Aliette Murray	Other <u>Speech Teacher</u>		11/30/11
Theresa Lovelace	Other <u>Asst. Principal</u>		11/30/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K028** School Name: **Warren Prep Academy**

Cluster: **3** Network: **111**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

All parents are asked to complete a survey which indicates the best language they would like the school to communicate with them. The parent coordinator also contacts parents to get a sense of what language they prefer. The students in grades 3-5 are also surveyed to find out information about the language they speak at home. This ensures further accuracy for parents that do not complete the survey or are difficult to reach.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The data we have gathered indicates our written translation and oral interpretation needs are more prevalent with our Spanish speaking parents. Our parents that speak Haitian Creole and French have a stronger command of the English language and don't require materials to be translated in their native language. We still offer them translation and interpretation support as necessary through the utilization of staff members who speak those languages. The findings are reported to staff members through our translation and interpretation bulletin board.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translation services the school will provide is to translate all parent communication letters including our school newsletter, progress report and all information that is sent home to parents. This information is sent via backpack and/or in the mail. We use translation tools such as Microsoft Translator and Word Lingo to provide these service.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation is provided on demand from available staff members including but not limited to the principal, ESL teacher, Speech Teacher, our office aide and a paraprofessional for all languages represented in our school.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Our school bulletin board and main entrance consist of information about the translation and interpretation services the school provides as well as the hotline that they can call during teacher meetings to assist them with oral translation. The school calendar that is outside our school is translated as well so that parents are aware that we have services to assist them with communication school staff.