



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : WEST PREP ACADEMY/MS 421

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M421

PRINCIPAL: ROBERTO PADILLA EMAIL: RPADILL@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. ESTHER FRIEDMAN

03-06-2012

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
Roberto Padilla	*Principal or Designee	
Natalie Harvey	*UFT Chapter Leader or Designee	
Terri Watson	*PA/PTA President or Designated Co-President/Parent	
Stephanie Ortiz	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Carland Washington	Member/Chair	
Jen Shea	Member/Teacher	
Nancy Mercado	Member/Parent	
Susannah Jacobi	Member/Parent/SLT Secretary	
Linda Martin	Member/Parent	
Gracie Hanze	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

Engaging parents as co-magnet educators: by June 2012, parent satisfaction with the services provided by MS 421 will increase by 15% as measured by the NYC Learning Environment Survey.

Comprehensive needs assessment

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

The parent section from the previous year's Learning Environment Survey reflected a real dissatisfaction with the school. The components of academic expectations, communications, engagement, and safety/respect were rated as areas needing improvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that address the needs of identified student subgroups,

A1. Inform all parents of school and district-wide activities, regulations, and events via school calendars (website/backpack), School Messenger, Jupiter Grades, and social media

A2. Update and maintain the school website as a means of communicating with families.

A3. Develop a family handbook in English and Spanish to share school policies and empower families.

A4. Utilize school Jupiter Grades to inform families of student absences.

A5. Encourage membership in the Parents' Association, School Leadership Team, school and district committees.

A6..Provide open houses to families as a means of introducing families to their new teachers in September.

A7. Monthly principal's meeting

A8. Launch Titan Guardians & Fathers' Support Group

A9. Conduct two Arts showcases (Dec. & June)

A10. Collaborate with Parent Association on fund raising & parent involvement initiatives

A11. Conduct quarterly principal's breakfasts

A12. Strengthen SLT through subcommittees

A13. Send PA reps to Teacher's College reading and writing conference days

- b) staff and other resources used to implement these strategies/activities,

B1. Digital Solutions consultant – will create new website and offer

B2. Hire new Parent Coordinator

B3. Magnet Leadership Team

B4. Monthly calendar (electronic)

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- C1. Invited parents to the first annual parent/staff retreat.
- C2. Biweekly leadership cabinet meetings include team leaders who go back to their grade team to elicit feedback and make decisions.

d) timeline for implementation.

- D1. August 15th parent orientation and distribution of new family handbook
- D2. September, October, November: parent workshops on new website, Jupiter Grades report system,
- D3. September: parent/staff retreat
- D4. December: Arts Showcase
- D5. October, November: Launch Titan Guardians & Fathers' Support group

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
1. We will share information about school and parent-related programs, meetings, and other activities in a uniform, coherent format, and in languages that parents can understand;
 2. We will provide 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)

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

West Prep distributes leadership in the form of mentorships, team leaders, department leaders, facilitation of professional development, and inquiry team facilitation, and collaborates with the empowerment network and partnerships for differentiated PD (CFN 411, Columbia U., Fordham U., Urban Advantage, Reel Works, AUSSIE, and World Savvy)

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
1. Respect For All
 2. Children's Arts & Science Workshops (CBO)

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
1. Parent Coordinator Allocation: \$40, 000
 2. Magnet Funds \$4000
 3. AUSSIE: \$16,000
 4. Digital Solutions: \$8,000
 5. Columbia University: \$27, 000

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

West Prep teachers reflect on their practice by actively investigating and considering new pedagogy that improves teaching and learning through participation in professional learning communities [PLC].

1. By October 2011, all teachers will form vertical and horizontal teams (across the grade and across the school).
2. By November 2011, teachers will collaborate on research and data by working in PLCs.
3. By February 2012, each PLC will conduct their first brown bag information session with the school community
4. By May 2012, each PLC will report their findings and share instructional implications for the 2012-2013 school year.

Comprehensive needs assessment

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

In 2011, West Prep Academy only had a total of 3 English Language Learners. This number had climbed to 17 ELLs this year. The language proficiency levels range from beginner through intermediate to advanced. One of our PLCs will focus on instructional strategies that support English Language Learners.

The 2011 state test results indicate that appropriately 80% of students are not functioning on grade level. The second PLC will focus on closing the achievement gap for boys (in accordance with a NYC initiative: Empowering Boys)

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) staff and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
1. Summer preparation (Teacher institute)
 2. Establish teacher teams (inquiry, grade teams, departments, instructional cabinet, data teams, student intervention team, school pride committee)
 3. Peer observations/feedback, lesson labs, video reflections
 4. Key programmatic decision making to allow daily common planning time
 5. Friday 'Lunch and Learn' with students
 6. Teacher-led professional development
 7. Define PLCs (common understanding & common purpose)
 8. Establish collaborative structure and culture: (Culture: How we do business; Teacher Teams: Focus on alignment; Teacher Leaders: Everyone has a voice; Time: How do you know when students are learning)
 9. Implement RULER approach (Recognizing, Understanding, Labeling, Expressing, Regulating) to address the social/emotional needs of the community

(Closing the Gap with Boys inquiry team)

10. Establish clear roles for PLCs: Facilitator, time keeper, note taker, data specialist,
11. Establish a theory of action, student centered problem, and problem of practice
12. Administration will create a school program that promotes collaboration by aligning common prep periods and using the professional periods for professional development and common planning.
13. Use protocols for analyzing student work
14. Creating a data-wall that displays students' performance and growth throughout the year
15. Create instructional calendars for each grade, for each content area
16. Principal and Dean of Instruction will regularly conduct learning walks to deepen understanding of what high quality instruction looks like (norming)
17. In department and inquiry teams, teachers will examine student work on a consistent basis.
18. Develop and evaluate interim assessment data.
19. In collaboration, teachers will assist students in their advisory groups to create goals aligned to areas of need.
20. Brown bag sessions – inquiry teams will present process and findings to the school community

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 1. Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology.
 2. Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

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 become highly qualified, in order to achieve this goal.
 1. Engage teachers in high quality PLCs that positively affect student achievement and teacher instructional practices.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 1. Common Core implementation
 2. NYC Inquiry teams

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. \$2500 per session per teacher from ARRA.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

As indicated by the 2010-2011 progress report, West Prep scored at a 6.3 for safety and respect. The city-wide average was 7.3. For the school year 2011-2012, we will improve school safety and respect to the city-wide average.

Comprehensive needs assessment

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

Out of a possible score of 10 for safety and respect, parents, teachers, and students gave the school a rating of 6.3. This level, as reflected by all three key constituents, is a priority area

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
1. Launch Titan Time advisory block on Fridays to promote character building.
 2. Facilitate one inquiry group (empowering boys) to examine social-emotional learning to close the achievement gap and improve behavior
 3. Purchase school uniforms to instill school pride
 4. Use Titan Guardian initiative to reach out to encourage more parent involvement in middle school.
 5. Use walkie-talkies to communicate during arrival, lunch, and dismissal.
 6. Strategic placement of staff during transitions, cafeteria, and recess.
 7. Establish a SAVE room.
 8. Print out monthly Online Occurrence Reporting System [OORS] infraction reports; analyze these reports to monitor progress.
 9. Use parent conferences before and after a suspension or classroom removal.
 10. Use Super Scholar academic initiative to get students to focus on academics.
 11. Continue peer mediation training by the NYC Department of Human Rights.
 12. Initiate Fathers' Support Group as mentors for struggling students.
 13. Launch anti-bullying campaign (Respect For All).
 14. Create student and family handbook with behavioral standards for the New West Prep.
 15. Implement Response To Intervention [RTI] model for behavior; provide teachers with a quick flip chart reference guide.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Conduct parent workshops with topics that may include: adolescent development, supporting your child socially and emotionally, high school articulation, technology training to build parents' capacity to help their children at home

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 become highly qualified, in order to achieve this goal.
 1. Improve teacher, student, and parent satisfaction on the 2012 Learning Environment Survey.
 2. Improve scholarly behavior with the assistance and support of a Dean of Students, to be hired.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

1. Respect For All initiative

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 1. Hire a Dean of Students: \$59,000
 2. Jupiter Grades: \$1,500

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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5					15			
6	47	47			15			
7	39	39			15			
8	49	49						
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	<p>Academic Intervention Services are administered during our hour-long studio program Monday through Thursday. Teachers will use Junior Great Books to engage students in rich, complex texts. Junior Great Books focuses on shared inquiry through daily discussions (Socratic seminar style) with an emphasis on literal and abstract reading comprehension, critical thinking and higher-level reasoning skills, and expository writing in response to literature.</p> <p>After school academic support meets for an hour after school each day of the week. Three Saturday Academies each quarter allow for students who are falling behind to receive intensive support.</p>
Mathematics	<p>In Math, Marilyn Burn’s <i>Do the Math</i> will be utilized during hour-long studio classes, small group instruction with conferencing. <i>Do the Math</i> builds fluency skills through foundational mastery. Focusing on Number and Operations, the program teaches students the basics of math—computation, number sense, and problem solving. <i>Do The Math</i> offers comprehensive teacher support and helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems.</p> <p>After school academic support meets for an hour after school each day of the week. Three Saturday Academies each quarter allow for students who are falling behind to receive intensive support.</p>
Science	Content review and remediation, small group, after school academic support, and quarterly Saturday Academies
Social Studies	Content review and remediation, small group, after school academic support, and quarterly Saturday Academies
At-risk Services provided by the Guidance Counselor	Small Group, During the School Day, once a week One to One, During the School Day, once a week. One-on-one counseling, small group counseling, conflict resolution, and family sessions when needed are provided by our Guidance Counselor.

At-risk Services provided by the School Psychologist	The School Psychologist provides one-on-one assessment services for our AIS and Special Education students when needed.
At-risk Services provided by the Social Worker	For next year I anticipate hiring a full-time SW to help with small group and individual counseling.
At-risk Health-related Services	Our school's Nurse provides services based on the health needs of our students.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

I. West Prep Academy/MS 421M's Parental Involvement Policy

West Prep Academy/MS 421M agrees to implement the following statutory requirements:

West Prep Academy/MS 421M will put into operation programs, activities, and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. West Prep Academy/MS 421M will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school/parent/student compact consistent with section 1118(d) of the ESEA. West Prep Academy/MS 421M will incorporate this parental involvement policy into its school improvement plan.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, West Prep Academy/MS 421M will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

West Prep Academy/MS 421M will involve the parents of children served in Title I, Part A programs in decisions about how the 1% of Title I, Part A funds reserved for parental involvement is spent.

West Prep Academy/MS 421M will be governed by the following statutory definition of 'parental involvement,' and will carry out programs, activities, and procedures in accordance with this definition. 'Parental involvement' means the participation of parents in regular, two-way, meaningful communication involving student academic learning and other school activities, including ensuring: that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child and the carrying out of other activities, such as those described in section 1118 of the ESEA.

West Prep Academy/MS 421M will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

West Prep Academy/MS 421M will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Support the Parent Association by assisting the president in securing space for meetings.
- Involve parents in the West Prep Academy/MS 421M School Leadership Team.

West Prep Academy/MS 421M will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Create more educational parent programs to promote parent involvement.

West Prep Academy/MS 421M will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Training parents in accessing student data to help their child attain excellence on ELA and Math exams.
- Support more academic achievement awards throughout the year.

West Prep Academy/MS 421M will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

- Parents as Leaders Program
- Computer Classes for parents/guardians
- GED classes for parents/guardians
- ESL classes for parents/guardians

West Prep Academy/MS 421M, with the involvement of parents, will undertake an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. West Prep Academy/MS 421M will use the findings of this evaluation to design strategies for more effective parental involvement and, if necessary, to guide revisions of its parental involvement policies.

- Children's Aid Society resources will be consulted to assist in the recruitment and implementation of adult educational programs.
- Purchase of School Messenger to help contact parents/guardians, to facilitate timely notification of all meetings and school activities.

West Prep Academy/MS 421M will build West Prep Academy/MS 421M's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with both parents and the community to improve student academic achievement, through the following activities:

- Workshops in computer, ARIS, Literacy and Math
- Curriculum night (parent/teacher involvement)
- Workshops for parents on helping students.

West Prep Academy/MS 421M will provide assistance to parents of children served by West Prep Academy/MS 421M, as appropriate, in understanding topics such as the following:

- New York State academic content standards
- New York State student academic achievement standards
- New York State and local academic assessments including alternative assessments, the requirements of Part A;
 - how to monitor their child's progress
 - how to work with educators
 - workshops, conferences, and classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success

West Prep Academy/MS 421M will provide materials and training to help parents work with their child to improve their child's academic achievement, such as literacy training, and using technology, as appropriate, to encourage parental involvement, by offering:

- Computer workshops
- Study Strategy Workshops
- Literacy Workshops

West Prep Academy/MS 421M will, with the assistance of its parents, educate its teachers, pupil services personnel, principal, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value of parents' contributions, and in how to implement and coordinate parent programs and build ties between parents and schools, by offering:

- Career Night

West Prep Academy/MS 421M, to the extent feasible and appropriate, will coordinate and integrate parental involvement programs by offering:

- Computer classes for parents/guardians
- GED Classes for parents/guardians
- ESL Classes for parents/guardians

West Prep Academy/MS 421M will ensure that information related to West Prep Academy/MS 421M and its parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. A discussion of the current CEP plan will become a standard part of the first PA meeting in September 2011 and will become a guideline to assist in the school's progress.

III. Discretionary School Parental Involvement Policy Components

West Prep Academy/MS 421M's Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that West Prep Academy/MS 421M, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in West Prep Academy/MS 421M and the school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the West Prep Academy/MS 421M district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents how to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

West Prep Academy/MS 421M Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by parent meetings.

Explanation – School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I,

Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and describe the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

West Prep's TITLE I PARENT-SCHOOL COMPACT

West Prep Academy/MS 421M, which is to receive Title I funds under the PARENT INVOLVEMENT section of the reauthorization bill for Title I funds, has, with input from parents, jointly developed and approved a Parent-School Compact. Under this compact, parents, school staff, and students will share responsibility for ensuring improved student achievement. Additionally, this compact outlines how the school and parents will work together to help Title I students achieve the high content and performance standards set for all students. In the Improving America's School Act of 1994 (P.L. 103-382), this compact is a program of New York City Public Schools that receive Title I funds.

West Prep Academy/MS 421M, the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Secondary Education Act (ESEA), and the students themselves agree that this compact (1) outlines how the parents, the entire school staff, and the students are to share the responsibility for improved student academic achievement and (2) specifies the means by which the school and parents will build and develop a partnership to help children achieve New York State's high standards.

This school-parent compact is in effect during school year 2011-2012.

School Responsibilities

West Prep Academy/ MS 421M will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet New York State's student academic achievement standards by:

- providing students with qualified teachers and personnel
- providing a student-centered, safe environment
- providing measurable standards to determine the extent to which students are achieving academic standards
- preparing students to use critical thinking skills
- providing challenging experiences
- providing individualized instruction
- addressing the needs of the AIS and intellectually gifted population

1. Hold quarterly parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in October, March, February, and May.
2. Provide parents with four progress reports per year, two including written narratives outlining student successes, concerns, and action plans.
3. Provide parents reasonable access to staff consultation.

- Parents may make appointments anytime to see their child's teacher.
- Parents may arrange to see teachers who are on prep.
- Teachers will contact parents regularly between parent-teacher conferences.

4. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- ↑ Parents sign a contract asking them to volunteer the equivalent of three school days per year.
- ↑ Parents are asked to volunteer in the office, in the classroom, for special projects, and for class trips.

Parent Responsibilities

Parents will support their children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring the amount of television their children watch.
- Volunteering in the classroom.
- Participating, as appropriate, in decisions relating to their children's education.
- Promoting positive use of their child's extracurricular time.

Parents will involve themselves in their children's educational experience by:

- Staying informed about their child's education and communicating with the school by promptly reading and responding to all notices from the school or the school district either brought home from school by students or received by mail.
- Attending and participating in the Parent Association meetings and serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team, or School Leadership Team, or other school advisory or policy groups.

Student Responsibilities

Students will share responsibility for improving academic achievement and achieving New York State's high standards by:

- Completing homework assignments every day, asking for help when needed.
- Reading at least 20 minutes every day outside of school time.
- Delivering to parents/guardians all notices and information received at school the same day.

West Prep Academy/ MS 421M will:

Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.

- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

**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 [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN 411/M. Alcott	District 03	Borough Manhattan	School Number 421
School Name West Prep Academy			

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

Principal Roberto Padilla	Assistant Principal type here
Coach Carland Washington	Coach type here
ESL Teacher type here	Guidance Counselor Rafael Vasquez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Annery Quezada
Related Service Provider type here	Other type here
Network Leader Michael Alcott	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	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	192	Total Number of ELLs	17	ELLs as share of total student population (%)	8.85%
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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. 

1. West Prep Academy is a school with grades six through eight that provides pull-out ESL services for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language Identification Survey (HLIS) is administered as follows: The ESL teacher, the guidance counselor and the parent coordinator help to fill out the HLIS during registration in order to identify the child's home language. There is an informal oral interview in English and in the native language, and a formal initial assessment. If the child is identified as an eligible candidate ESL instructional services after the initial screening process, the ESL teacher administers the child the Language Battery Assessment (LAB-R) within ten business days of the child's enrollment in the school. The LAB-R test is then hand scored to determine if the student is an English Language Learner scoring at the beginner, intermediate or advanced level, or if he/she is English Proficient (not entitled for ESL services). Formal scores are shown in the ATS system at a later time. Furthermore, if the student is an English Language Learner and speaks Spanish, the Spanish LAB-R is given to the student by a qualified pedagogue proficient in the language.

The New York State English as a Second Language Achievement Test (NYSESLAT), a test developed by the New York State Education Department to measure the English Language Arts (ELA) proficiency levels of ELLs, is administered each spring. The NYSESLAT scores are used to determine if the student is already English proficient, or if he/she is an ELL at Beginning, Intermediate or Advanced English proficiency level. Additionally, students are given periodic assessments throughout the school year to prepare them for the NYSESLAT. The results are printed out from the ATS in August/September and carefully reviewed by the administration and the ESL teacher. The students' data which includes their proficiency levels in the 4 modalities: reading, writing, speaking and listening is used to plan the instructional goals during the coming school year. The parents of students who achieved English proficiency, therefore, no longer entitled to ESL services, receive a Non-Entitlement letter from the ESL teacher. ELL students are grouped for ESL services according to their grade and English proficiency levels on the LAB-R or the NYSESLAT (Beginner, Intermediate or Advanced).

2. The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities.

Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the Parent Coordinator and guidance counselor inform parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation CD is available in nine languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at West Prep. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish and any other parental home language when a translator is available.

3. The LAB-R is administered to a newly registered child within ten days when the HLIS indicates a home language other than English.

If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectfully to parents of English Language Learners and English proficient students in their home languages.

Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the Parent Coordinator and/or counselor in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the Bilngual Coordinator follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation

and interpretation services as needed, and the documents are provided in both English and their native language.

As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

4. The criteria and the procedures followed to place newly identified ELL students in the English as a Second Language instructional program available follows: Informing parents about their children's placement in a timely manner and in their home language; grouping all ELLs according to grade and proficiency levels (Beginner, Intermediate or Advanced) as determined by the LAB-R or the NYSESLAT results; and inviting parents of ELLs to two additional informational meetings as required under Part 154: Parent- Teacher Conferences/Open School Nights. In addition, the Parent Coordinator and guidance counselor organize monthly parent workshops, PTA meetings, and/or Family Fun Activities.

5. Parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. However, West Prep is a fairly new school with insufficient data. As our ELL population continues to increase, we will work with parents to provide the best appropriate education for all students.

6. Our ELL program at West Prep meets the needs and expectations of parents, however, as aforementioned, our ELL parent group is fairly novice with their understanding of ELL laws and services. As a result, we held a parental information session at the beginning of the school year, and will facilitate another toward the end fo the school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In							10	2	5					17
Total	0	0	0	0	0	0	10	2	5	0	0	0	0	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	3
SIFE	1	ELLs receiving service 4-6 years	5	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. [i](#)

	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	8	1		5			3			16
Total	8	1	0	5	0	0	3	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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														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
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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							4		3					7
Chinese							1							1
Russian														0
Bengali							1		1					2
Urdu														0
Arabic								2	1					3
Haitian							1							1
French							2							2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	10	2	5	0	0	0	0	17

Part IV: ELL Programming

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?

1. a. Our ELL program is organized using the pull-out method for English as a Second Language. All ELL students are required to attend two hours of ESL instruction three times a week, which meets the 360 minute mandated time for instruction.
- b. The students are programmed into one ELL class that is ungraded and heterogeneously grouped.

2. Because we are a small school with a small ELL population, we contract ELL services from one of the ELL teachers from another school within the building. This teacher meets with ELL students three times weekly for two hours each session after school. Because our program is after school, all students do not participate in the program, however, for the students who do participate, they are receiving their

A. Programming and Scheduling Information

mandated 360 minutes of instruction.

3. All English language learners receive the same academic content as those who are native English speakers. Through professional development and on-going feedback, teachers learn and implement best practices for teaching English Language Learners. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases and illustrations to increase comprehension.

To maximize the English language acquisition for ELL students, the ESL uses small group instruction to provide students with strategies to acquire second language literacy. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: TPR, songs and chants, repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps and graphs), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk.

4. When a new student is registered in our school the parent completes the Home Language Identification Survey to identify the child's home language. If the child is identified as an eligible candidate for ESL services he/she is administered the LAB-R. Further, if the child's home language is Spanish and the child does not score above the cut off score, then, he/she is administered the NYS Spanish Lab.

5. The English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE:

The SIFE population in our school is supported with the resources as follows:

- Academic intervention services as an extension of the regular ESL school program.
- Individualized student needs assessment.
- Differentiation of instruction in all areas.
- Grade appropriate instructional support materials.
- Ongoing communication with parents to monitor their children's progress.

Once SIFE students are identified, WPA monitors their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all content areas to differentiate instruction for literacy needs. P.S. 145 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

b) Plan for Newcomers:

When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A "buddy system" in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.
- We encourage student participation in literacy and math after-school programs as well as the Saturday CALLA program and other enrichment activities such as chess, Music Mentors and Family Literacy.
- Home and school communication in the native language is an important factor for our newcomers.

The newcomers who have been in US schools for less than three years are provided all available support services and differentiation of instruction in all areas as needed. Students who arrive in 3rd grade or later are required to take the NYS Math assessment, however, students take the NYS ELA test after one year. In addition to ESL support services, ELL students are required to participate in our Extended Day program. We provide all newcomers adequate support while preparing them to take the NYS ELA, Math and Science assessments. Word to word dictionaries and glossaries are provided to support them on the Math and Science city and state assessments and translated

Courses Taught in Languages Other than English

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

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

Class/Content Area

Language(s) of Instruction

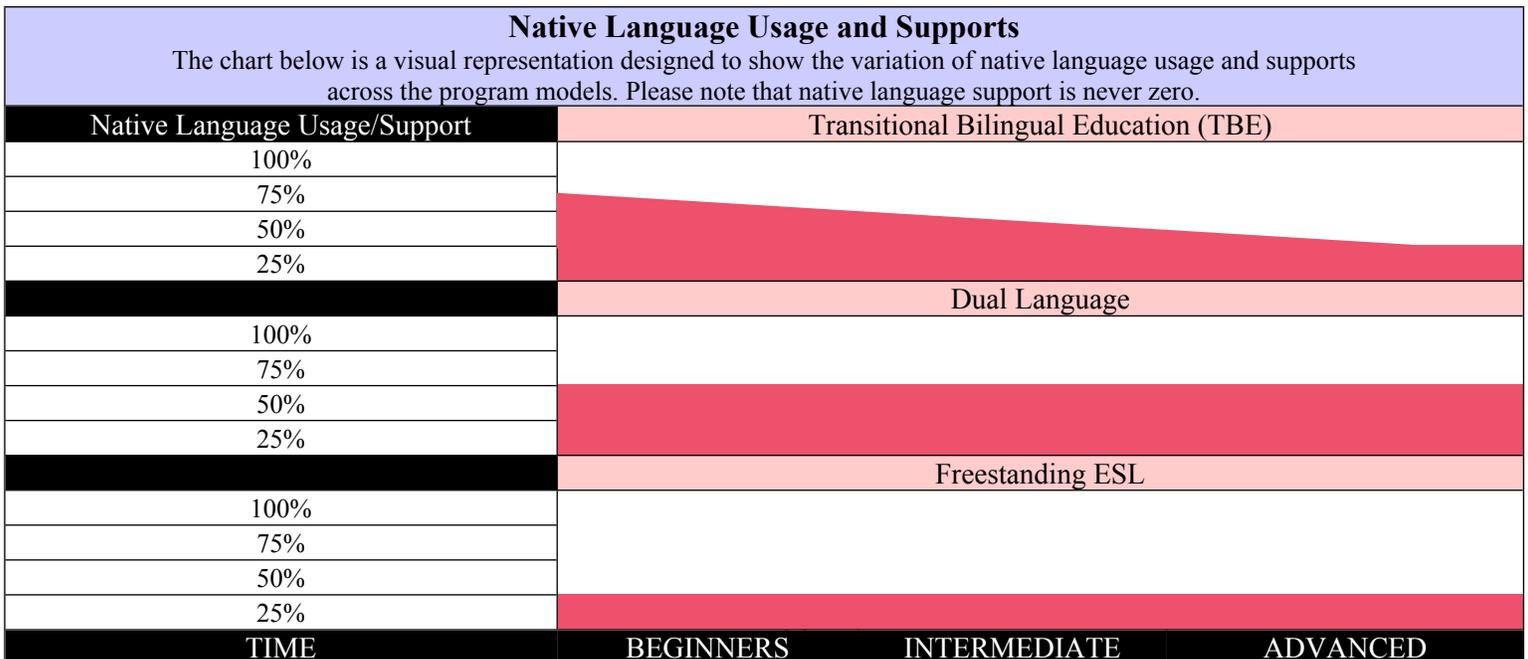
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

B. Programming and Scheduling Information--Continued

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?

8. Targeted intervention programs for all ELLs at West Prep Academy in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.

9. The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT. However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

Parents of former ELL students are invited to schoolwide and NYC conferences and workshops. 10. Blended learning (ILearn). Online learning platform, through new school innovation initiative, TBD. Additionally, we are in the exploratory stages of investigating establishing a dual language program.

10. As we anticipate having more ELL students next year, we fully expect to hire a full-time ELL teacher to serve our students. We will also address the students' learning styles and accelerate English language development through the use of Promethean white boards, the computer lab, with the purchase of new software such as Rosetta Stone, and our multimedia center. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

11. No services will be discontinued this year.

12. All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, chess, guidance counselor, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy and Math After-School, Saturday Academy, Family Literacy, Music Mentors and all technology related skills and language development programs. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, , Hispanic Heritage Celebration, African American History Month, Got 30 Reading campaign, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

13. Currently, we are considering the usage of Ipad and various apps to support classroom instruction for ELLs. The projected date for this instructional support will be in the Spring. Promethean white boards support the multisensory needs of ELLs, especially, ELLs with disabilities. Picture dictionaries and bilingual glossaries/dictionaries are used frequently in the ESL instruction. Additional materials used to familiarize ELL students with the state assessments include: Getting Ready for the NYSESLAT, KAPLAN, New York State Coach in ELA

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?

8. Targeted intervention programs for all ELLs at West Prep Academy in Math, ELA and other areas are as follows: SETSS, ESL, Extended Day, Literacy and Math After-School, Occupational and Physical Therapy, Speech and Language, and Guidance counseling. We conduct IEP evaluations and parent meetings in both English and Spanish for our students with special needs. Both the ESL program and classroom teachers provide interventions in the classroom. All teachers constantly monitor students' understanding of the content material and differentiate the instruction to develop the students' English language proficiency in the four modalities: listening, reading, writing, and speaking. For example: They guide students to read, write, listen, ask questions, think and use the academic language to express themselves and scaffold their learning. Briefly, they engage students in a variety of meaningful respectful tasks, that are designed according to the students' needs and preferences. Literacy and math instruction is provided through ESL methodology in alignment with NYS Learning Standards for English language learners and the NYC/NYS Core Curriculum.

9. The school has a two year plan to provide transitional support for ELLs that reached proficiency on the NYSESLAT. However, students are eligible for test accommodation for all the NYS tests during the next two years. Additional support focused on enhanced cognitive, linguistic and academic growth is still offered to these students.

Parents of former ELL students are invited to schoolwide and NYC conferences and workshops. 10. Blended learning (iLearn). Online learning platform, through new school innovation initiative, TBD. Additionally, we are in the exploratory stages of investigating establishing a dual language program.

10. As we anticipate having more ELL students next year, we fully expect to hire a full-time ELL teacher to serve our students. We will also address the students' learning styles and accelerate English language development through the use of Promethean white boards, the computer lab, with the purchase of new software such as Rosetta Stone, and our multimedia center. These technology based resources support differentiated instruction and enhance ELLs' cognitive skills, linguistic and academic growth.

11. No services will be discontinued this year.

12. All ELLs have equal access to the school programs and supplemental services offered in our building. These include: ESL, SETSS, chess, guidance counselor, parent coordinator, occupational and physical therapy, speech and language therapist, social worker, psychologist, Extended Day, Literacy and Math After-School, Saturday Academy, Family Literacy, Music Mentors and all technology related skills and language development programs. In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. Parents of ELL students come to the school throughout the year to take part in community celebrations, the school-wide events and parent workshops. These events include: book sales, , Hispanic Heritage Celebration, African American History Month, Got 30 Reading campaign, holiday assemblies/celebrations and graduation ceremonies, among others. Also, school organizes many school trips in which parents often participate. Translation and interpretation services are offered to increase the involvement of parents in the school community.

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14. There is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Webster dictionaries, picture dictionaries and bilingual

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.
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14. There is native language support in the ESL classes. Students are allowed to use their native language with the teacher and/or peers to express understanding or ask for clarification. Books in the different languages, Webster dictionaries, picture dictionaries and bilingual

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?

1. Parent involvement is a school-wide goal. We have launched several initiatives to improve parent involvement. They include a father's support group, Titan Guardian's (classroom parents), and SLT subcommittees. Our new parent coordinator communicates frequently with parents about literacy workshops at Teacher's College and organizes events for families to come to the school (school tours, performances, etc).

2. No.

3. There are a number of structures that we have put in place to ensure parents are aware of the program choices, community events, and parent retreat. A critical forum to evaluate the parent's needs is through our quarterly principal's breakfast.

4. Through regular communication with the parent coordinator and through the quarterly principal's breakfast, parents share ideas and offer feedback about different ideas for moving the school forward.

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

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.

1. Professional development is a key component in targeting our ELL students' needs. It is mostly provided by the guidance counselor and Parent Coordinator, Children First Network and the NYCDOE Office of English language learners. In-house professional development agendas and activities that address the integration of strategies in meeting the needs of ELLs include grade meetings and faculty conferences. With the help of our CFN ELL specialist, we are conducting observations with classes. Teachers also attend technology training sessions to capacitate themselves on how to use the software programs and online resources available. Some of our programs available include: Skills Tutor, Destination Math/Reading, Renzulli Learning and Rosetta Stone. Students use technology to accelerate their English language development. On the other hand, teacher training on Promethean white boards increases the resources that teachers have to differentiate instruction.

2. The parent coordinator and the bilingual guidance counselor provide all parents and students the necessary information about middle schools' requirements and placement. These staff members help ELL students to make the proper school choice as they transition from elementary to middle school. Our staff is also organizing Career Days to introduce and familiarize students with different occupations and professions that help them make the right choices.

3. The minimum 7.5 hours of ELL training is given for all staff as needed. Every year, the Bilingual Coordinator and/or ESL teacher, and Children First Network and the NYCDOE Office of English language learners provide numerous ELL workshops and other professional development opportunities. All classroom teachers receive instructional support in ESL methodology. Attendance is taken and records are kept in the teachers' files.

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?
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3. There are a number of structures that we have put in place to ensure parents are aware of the program choices, community events, and parent retreat. A critical forum to evaluate the parent's needs is through our quarterly principal's breakfast.

4. Through regular communication with the parent coordinator and through the quarterly principal's breakfast, parents share ideas and offer feedback about different ideas for moving the school forward.

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)							5	1	2					8
Intermediate(I)							3	1						4
Advanced (A)							2		3					5
Total	0	0	0	0	0	0	10	2	5	0	0	0	0	17

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

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

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.

Paste response to questions 1-6 here

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

New York State Regents Exam

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

Native Language Tests

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

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.

Paste response to questions 1-6 here

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **03M421** School Name: **West Prep Academy**

Cluster: Network: **411**

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.

The School Leadership Team assessed ATS reports for languages spoken at the school and current interpretation needs. Our SLT team meetings in September were devoted to English as a Second Language presentations for parents and CEP writing with an emphasis on LAP.

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.

There has been an increase in languages spoken at the school this year. In addition to Spanish and English, now Bangali, French-Creole, and Urdu are spoken. At the October Principal's breakfast and November parent teacher conferences, the SLT's findings were presented to the school community.

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 parent coordinator will utilize translation services provided by Central to communicate important information to parents. In addition, the school has developed a Google site in order to utilize the free language services. Now, parents can access school information online by selecting their preferred language. Google immediately translates the information to the selected language.

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

Currently, there are several staff members who speak Spanish. For each parent meeting, assembly, principal's breakfast, and the like one of these individuals are available. For parent-teacher conferences, Central is contacted so the school can have someone who speaks the additional languages that are not Spanish. Parent volunteers who speak Spanish, French-Creole, Bangali, Urdu often come to the school to support the parent in need.

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>.

A memo is sent home to each house hold notifying them of the available services the education system provides. Prior to critical events that involve families, parents are notified to learn if language and interpretation services will be needed. If a parent indicated that these services are needed, then the parent coordinator contacts Central for assistance and/or parent volunteers.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: West Prep Academy	DBN: 03M421
Cluster Leader: Chrs Groll	Network Leader: Michael Alcoff
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> *NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> *After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: <u>17</u> Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input type="radio"/> *6 <input type="radio"/> *7 <input type="radio"/> *8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <u>1</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>14</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: MS 421 does not have an ESL teacher on staff. West Prep has sought to collaborate with two different schools to support English Language Learners who have small ELL populations and could share a teacher. Unfortunately, due to limited funding they were unable to. We have hired a teacher from PS 145 to provide ESL instruction after school for a total of 360 minutes. She meets with the students on Mondays, Tuesdays, & Wednesdays.

Part C: Professional Development

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

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

Begin description here: MS 421 currently does not receive Title III funds for LEP programs. However, we will provide teachers the following:

- The bulk of the professional development of our teachers comes in the form of collaboration between colleagues. Teachers have 50 minutes each day to collaborate outside of common preps.
- Engage teachers in an inquiry team that focuses on instructional strategies for supporting language acquisition (teaching ELLs across content areas)
- Partner with CFN (Pablo Schelino) to support teacher's knowledge of ESL methodology and the implementation of ESL instruction
- Engage in research on academic vocabulary
- Our focus for PD continues to be focused on differentiated instruction for our special needs students (ELL & special education)

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here: There are a number of structures that we have put in place to ensure parents are aware of the program choices available for their child as well as important assessments and school events. The first step is the home language survey completed by families upon enrollment in the school system. Parents are then invited to an orientation organized by our new bilingual parent coordinator about what three options exist. At the orientation, parents watch an important video describing the three options and their rights as parents. A monthly calendar of school events includes a translated calendar as does the school parent newsletter, The Titan Report. A new website has been created to provide parents with some timely critical information. Google translator software is included so parents who speak languages other than English can access the information.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	<u>0</u>	
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	<u>0</u>	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	<u>0</u>	
Educational Software (Object Code 199)	<u>0</u>	
Travel		
Other		
TOTAL		

