



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** WARREN PREP ACADEMY, PUBLIC SCHOOL 28K

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

PRINCIPAL: SADIE SILVER

EMAIL: [SSILVER11@SCHOOLS.NYC.GOV](mailto:ssilver11@schools.nyc.gov)

SUPERINTENDENT: EVELYN SANTIAGO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Sadie Silver	*Principal or Designee	
Sabina Nwenyi	*UFT Chapter Leader or Designee	
Shameeka White	*PA/PTA President or Designated Co-President	
Belinda Leon	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	
Naomi Rodriguez	Member/Teacher	
Serena Jefferson	Member/ Teacher	
Betty-Ann Douglas	Member/ Parent	
Patricia Mason	Member/ Parent	
Leonora Cruz	Member/ Parent	
Sandra McCrackin	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

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

**Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Deepen alignment in the school’s curriculum with key State standards and tasks to ensure that all students receive rigorous instruction to achieve at high levels. (1.1) SQR 11-12 page 5
- Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings and tasks extend thinking to maximize learning for all students. (1.2) SQR 11-12 page 5
- Extend the use of tools to organize and analyze student outcomes aligned to key standards to provide an on-going picture of progress for all students. (2.2) SQR 11-12 page 5
- Extend the use of assessment data in all content areas to set goals for student subgroups and improve instructional practices across the school. (3.2) SQR 11-12 page 6
- Expand the school systems for review, evaluation and modification of instructional practices to increase student achievement. (5.4) SQR 11-12 page 6

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input type="checkbox"/> 2.2 School leader’s vision	<input type="checkbox"/> 2.4 School leader’s use of resources
<input checked="" type="checkbox"/> 2.3 Systems and structures for school development	<input type="checkbox"/> 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

School leaders will ensure that a variety of professional development is designed based on the citywide instructional expectations: the use of Danielson Framework, common core aligned instruction, teacher self evaluation practices and formative feedback.

**Objective**

*100% of students* will experience 2 Common Core-aligned units of study in mathematics and ELA as evidenced by tasks, classroom observations, lesson plans, and teacher-team evaluations.

**Key Personnel:** Principal, Assistant Principals, Staff Developer, Network Instructional Support Personnel, Teacher’s College Consultant, Lucy West Consultant

**Identify Targets/Benchmarks**

- By September 2012 teachers will align the units of study to the common core standards
- By December 2012 the 1st Math and 1st ELA task will be administered to all students
- By January 2013 Teacher Teams will analyze student work and make the necessary modifications to their upcoming units
- By March 2013 the 2nd ELA and Math Task will be administered to all students, analyzed and learning gaps will be taught in the April-June Units.

**Timeline: Fall 2012 – Winter 2013**

**Instructional Strategies/Activities**

- Weekly learning walks will focus on the City-Wide Instructional Expectations including but not limited to using the Danielson Framework to improve teaching practices during all observations, monitoring student progress against the common core learning standards, and ensuring rigorous instruction.
- Teachers will participate in grade level inquiry teams on a weekly basis to develop protocols for looking at student work. Grade leaders will codify these protocols within the grades and post them in the ARIS School-wide Community. Teachers will work with the Literacy and Math Coach (Network Instructional Specialist) to develop/revise rubrics for the units of study for each grade level. These rubrics will be applied to assess student work.
- *Teachers will work with Teacher’s College Reading and Writing Staff to incorporate UDL modifications in all lesson plans*
- *Our Network Math Staff Developer will work with teachers on unpacking the math common core standards and determine the multiple access points and ways students will demonstrate understanding*
- *Teams of Teachers will work together to plan lessons that include multiple access points*
- *Teachers will attend city-wide and school-wide professional development sessions on UDL strategies*
- *Special Education Teachers will model how UDL can be used in the General Education Classrooms*
- *Teachers will monitor student learning and track their progress to illustrate their use of UDL and its impact on student achievement.*
- *Faculty and Grade Conferences will focus on UDL strategies and ways students can demonstrate understanding.*
- *PD 360 videos will be sent to teachers based on individual needs*
- *All teachers will complete an individualized pd plan to ensure that we are differentiating professional development to meet the needs of individual teachers.*

**Evidence**

- *Teacher lesson plans*
- *Growth in student performance as reflected in periodic assessments*
- *Informal and Formal Observations indicate that UDL is being utilized to engage all students in a rigorous curriculum.*
- *Network Logs of Assistance*

**Budget and resource alignment**

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy      X Title IA      X Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Data Corp will organize school-wide and periodic assessment data to support the school in prioritizing key standards.
- Assessment Pro, Acuity, Data Corp, and MCLASS will be contracted to design our periodic assessments.
- Teachers will participate in professional development sessions around the ELA and Math Performance Tasks with Lucy West’s Staff Developers and Teacher’s

College Reading and Writing Project.

- Teacher Leadership Group will meet 4 hours per month after school to develop best practices and make the necessary modifications needed to meet this goal.
- The School-Wide Collaborative Inquiry Team members will work with students for 6 hours per week and meet for 1 hour on Thursday to analyze student work and adjust practices.
- Mentoring Minds will be contracted to provide the common core learning materials for our 2<sup>nd</sup> math block and for our after school program.
- Coach math books will be purchased to provide teachers and students with additional mathematics materials.

## **GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

### **Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Deepen alignment in the school's curriculum with key State standards and tasks to ensure that all students receive rigorous instruction to achieve at high levels. (1.1) SQR 11-12 page 5
- Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings and tasks extend thinking to maximize learning for all students. (1.2) SQR 11-12 page 5
- Extend the use of tools to organize and analyze student outcomes aligned to key standards to provide an on-going picture of progress for all students. (2.2) SQR 11-12 page 5
- Extend the use of assessment data in all content areas to set goals for student subgroups and improve instructional practices across the school. (3.2) SQR 11-12 page 6
- Expand the school systems for review, evaluation and modification of instructional practices to increase student achievement. (5.4) SQR 11-12 page 6

### **Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 3.2 Enacted curriculum

\_\_\_\_\_ 3.4 Teacher collaboration

\_\_\_\_\_ 3.3 Units and lesson plans

  X   3.5 Use of data and action planning

### **Annual Goal #2**

Based on actionable feedback using the Danielson Framework, teachers will reflect on and shift daily practice as well as the planning and implementation of Common Core – aligned units

#### **Objective**

- *54% of students will score at or above grade level on the NYS English Language Arts Exam, which is a 5% increase from the 2011-2012 School Year.*
- *5% increase of students performing at or above grade level on the 2012 NYS Mathematics Exam, from 62% to 67%.*

**Key Personnel:** Principal, Assistant Principals, Teacher Leadership Members, Teachers

#### **Identify Targets/Benchmarks:**

- By September 2012 teachers will begin constructing their Collaborative Inquiry Binder to gather evidence of reflective teaching and shifts in daily practices.
- By November 2012 teachers will fully integrate the City-Wide Instructional Shifts to ensure that students are engaged in rigorous instruction.
- By January 2013 teachers will have been observed at least 3 times.
- By June 2013 student data will reflect substantial growth in ELA and Math.

**Timeline:** September 2012 – June 2013

#### **Instructional strategies/activities**

- *The administrative staff will utilize PD 360's Observation 360 tool to provide teachers will feedback on student engagement and*

questioning.

- Teachers will watch videos that illustrate pedagogical expectations and engage in conversations around the video to norm our practices.
- Teachers will receive timely feedback using the Danielson Framework
- Teachers will use the Danielson Framework to assess their peers
- Teams of Teachers will work together to analyze student work and align their units of study to the common core standards.
- Teams of Teachers will examine student work to shift daily practices to meet the needs of all students including English Language Learners and Special Education Students.
- Staff members will attend city-wide and school-wide Common Core Workshops
- All units of studies will have a task that is aligned to it to measure pre and post- test progress.
- Teachers will receive professional development around questioning and discussion techniques to increase the rigor in all tasks and activities students are expected to complete.

**Evidence**

- Teacher Team Logs
- Teacher Lesson Plans
- Student Portfolios
- Periodic Assessments
- 5% growth in English Language Arts Scores
- Common Core Aligned Units of Study
- Formal and Informal Observations

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy      X Title IA      X Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - PD 360 will be purchased to provide teachers with feedback that includes videos that demonstrate the expected practices aligned to the Danielson Framework for Teaching.
  - Teacher College Reading and Writing Project staff developers will support teachers in improving their teaching practices.
  - The staff developer will be part of the school's instructional team and will support teachers with the implementation of the City-Wide Instructional Expectations which include the NYC Core Competencies from the Danielson Framework for Teaching and Learning.
  - Non-Fiction Libraries will be purchased to support their informational reading and writing tasks.
  - Teachers will participate in Professional Development at Teacher's College, Network Workshops and other teacher training opportunities to enhance their pedagogical skills.
  - Substitute teachers will be utilized so that teachers can participate in lab sites and effective planning sessions.

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

**Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Deepen alignment in the school’s curriculum with key State standards and tasks to ensure that all students receive rigorous instruction to achieve at high levels. (1.1) SQR 11-12 page 5
- Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings and tasks extend thinking to maximize learning for all students. (1.2) SQR 11-12 page 5
- Extend the use of tools to organize and analyze student outcomes aligned to key standards to provide an on-going picture of progress for all students. (2.2) SQR 11-12 page 5
- Extend the use of assessment data in all content areas to set goals for student subgroups and improve instructional practices across the school. (3.2) SQR 11-12 page 6
- Expand the school systems for review, evaluation and modification of instructional practices to increase student achievement. (5.4) SQR 11-12 page 6

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

To increase teacher capacity through the use of the Danielson Framework and the Collaborative Inquiry Team.

**Objective**

1. *The administrative staff will observe teachers at least 6 times informally and 2 times formally.*
2. *Teachers on probation will be observed a minimum of 5 times throughout the 2012-2013 School Year.*

**Key Personnel:** Principal, Assistant Principal, Teacher Leaders, Staff Developer

**Identify Targets and Benchmarks:**

- By September 2012 all teachers will receive training on the Danielson Framework for Teaching
- By October 2012 at least 3 members of the teacher leadership group and/or instructional cabinet will conduct peer observations
- By November 2012 all teachers will utilize the Danielson Framework for Teaching’s observational tools to reflect on their practices.
- By January 2013 the instructional cabinet will conduct weekly learning walks to provide teachers will actionable feedback on their pedagogical practices.

**Timeline:** September 2012 – June 2013

**Instructional strategies/activities**

- *Teams of teachers will meet at least twice for Common Preps*
- *Teams of teachers will meet every Friday for one hour after school to analyze student work to adjust teaching practices using instructional shifts that are aligned to the Math Common Core Standards.*

- *All staff developers will meet with teams of teachers to extend the use of tools to organize and analyze student outcomes aligned to key standards to provide an on-going picture of progress for all students.*
- *The Network Support Specialist will work with teachers to implement individual action plans and provide them with technical support on using the Danielson Framework for Teaching for planning purposes.*
- *Teachers will utilize periodic assessments such as MCLASS Math, Assessment Pro, Acuity and Simulation exams to track student progress.*
- *The RTI team will collaborate with the data specialist to integrate progress monitoring systems to improve the performance of students in the bottom 1/3.*
- *Small groups of students will receive at least 60 minutes of additional instruction each day to supplement classroom instruction.*
- *Word study and math skill building periods will take place every morning to strengthen foundational skills.*
- *Our Network Instructional Specialists and staff developer will work alongside teachers in the classroom to strengthen pedagogical skills.*
- *Grade Conferences will focus on the alignment of tasks and lessons to the Common Core Standards*

**Evidence**

- *Periodic Assessments*
- *Teacher Tracking Sheets*
- *Student Portfolios*
- *Tasks completed by students and analyzed by teachers*
- *2012-2013 New York State Assessments in ELA, Math and Science*
- *Informal and Formal Observations*
- *Formal and Informal Observations*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy      X Title IA      X Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Professional books will be purchased for teachers to choose from to increase professional capital during teacher team meetings once per month.
- Teacher Leaders will participate in the Failure is not an Option School Wide Training to continue to develop our school culture of accountability for student learning.
- Teachers participate in professional development offered by our Network, Teacher's College Reading and Writing Project, Children's Literacy Initiative and Lucy West Math Professional Development.

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Deepen alignment in the school’s curriculum with key State standards and tasks to ensure that all students receive rigorous instruction to achieve at high levels. (1.1) SQR 11-12 page 5
- Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings and tasks extend thinking to maximize learning for all students. (1.2) SQR 11-12 page 5
- Extend the use of tools to organize and analyze student outcomes aligned to key standards to provide an on-going picture of progress for all students. (2.2) SQR 11-12 page 5
- Extend the use of assessment data in all content areas to set goals for student subgroups and improve instructional practices across the school. (3.2) SQR 11-12 page 6
- Expand the school systems for review, evaluation and modification of instructional practices to increase student achievement. (5.4) SQR 11-12 page 6

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

In K – 5 reading, make specific plans for screening and provide tiered instruction and interventions for students, as required by New York State’s implementation of Response to Intervention (RTI)

**Objective**

1. *By October 2012, most students in the bottom 1/3 of each class will receive intervention services.*
2. *By June 2012, most students in the bottom 1/3 in Grades 3-5 will demonstrate growth as measured in the New York English Language Arts and Mathematics Exams.*

**Key Personnel:** AIS Providers, Teachers, Assistant Principals, Principal, Network Instructional Specialist, Teacher’s College Consultants

**Identify Targets and Benchmarks:**

- By September 2012 all teachers will receive professional development on the City-Wide Instructional Expectations around RTI
- By October 2012 all students will be screened to identify whether or not they need RTI services.
- By November 2012 all students who are eligible for RTI services will begin receiving the services and parents will be notified.
- By January 2013 our After School RTI program will begin for students in Grades 3-5
- By March 2013 students who are still struggling will begin to receive more intensified RTI services and considered for additional screenings.
- By June 2013 all progress monitoring measures will indicate progress.

**Timeline:** September 2012-June 2013

**Instructional strategies/activities**

1. *By September 2012 the RTI team will be established and assessments will begin.*
2. *By October 2012 students in the bottom 1/3 in each class will begin to receive push in or pull out intervention services.*
3. *Teams of teachers will meet to develop an instructional plan for all RTI students.*
4. *Teachers College Staff Developers and the school's instructional team will work with teachers to strengthen Tier 1 and Tier 2 intervention services.*
5. *Administrators, staff developers and teachers will attend professional development sessions on RTI and turn-key the information to all staff members.*
6. *Data Corp will be utilized to create item skills analysis that will drive instruction.*
7. *Teacher's College calendar days will be devoted to strengthening teacher pedagogy around UDL and Differentiation of Instruction at Tiers 1 and 2.*
8. *Teachers will receive professional development in Reading, Writing and Math strategies.*
9. *Study groups around Best Practices in RTI will be established by Dec. 2012.*
10. *The Network Instructional Specialists will provide teachers will feedback and professional development around Math and Science Best Practices in RTI.*

**Evidence**

- *Periodic Assessment Data*
- *Student Portfolios*
- *RTI Progress Monitoring Tracking Sheets*
- *Teacher Lesson Plans*
- *Informal and Formal Observations*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy      X Title IA      X Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- All RTI providers will receive instructional training on RTI strategies by Teachers College Reading and Writing Project.
- Network 111 Instructional Support personnel will work with teachers on using research based RTI strategies
- Our After School Scholar Academy will provide RTI services to students who are being monitored by the school-wide Inquiry Team.
- Our CBO Y After-School will be providing homework support and engage students in instructional activities that will promote their academic growth.



**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

- Deepen alignment in the school’s curriculum with key State standards and tasks to ensure that all students receive rigorous instruction to achieve at high levels. (1.1) SQR 11-12 page 5
- Promote greater consistency in differentiated instruction so that lesson planning reflects purposeful groupings and tasks extend thinking to maximize learning for all students. (1.2) SQR 11-12 page 5
- Extend the use of tools to organize and analyze student outcomes aligned to key standards to provide an on-going picture of progress for all students. (2.2) SQR 11-12 page 5
- Extend the use of assessment data in all content areas to set goals for student subgroups and improve instructional practices across the school. (3.2) SQR 11-12 page 6
- Expand the school systems for review, evaluation and modification of instructional practices to increase student achievement. (5.4) SQR 11-12 page 6

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

**Annual Goal #5**

Students will improve in critical academic and personal behaviors necessary for college and career readiness: persistence, engagement, work habits/organization, communication/collaboration, and self-regulation.

**Objective**

*Increase in student attendance*

**Key Personnel:** Principal, Assistant Principal, Guidance Counselor, Attendance Teacher, DC37 Para, School Aide

**Identify Targets and Benchmarks**

- By September 2012 students will be identified as at risk using our criteria for identification and the previous year’s counseling notes to partake in our Boys and Girls Groups.
- By November 2012 all students who are not attending school regularly will be part of a program where we meet with parents to devise strategies to improve attendance.
- By January 2013 Restorative Practices Element #3 will be put on the plate (small impromptu conversations) to have students reflect on their behavior.
- By March 2013 all students whose behavior and attendance has improved will be invited to a special assembly with their parent/guardians.
- By June 2013 the School Leadership will provide parents with information on how to improve critical academic and person behaviors at home.

**Timeline:** September 2012-June 2013

**Strategies to increase parental involvement and engagement**

1. *Our school counselor will review the discipline code and get a signed behavioral contract from all students and parents.*
2. *PBIS will continue to be the focus of our school wide conflict resolution program.*
3. *Teachers will be trained in an additional 3 Elements of the Safer Saner School Model/Restorative Practices*
4. *The Attendance Team will meet weekly to target students who are late and who have poor attendance.*
5. *Parents will receive information about the discipline code, PBIS and Restorative Practices to incorporate at home as well.*
6. *Teachers will collaborate with the guidance counselor to improve classroom management routines and structures.*
7. *Teachers will attend special education workshops and trainings that deal with positive behavior and intervention supports.*
8. *Parent workshops around school expectations, Common Core Standards, NYS Assessments etc. will take place throughout the school year.*

**Evidence**

1. *A reduction of office of discipline referrals*
2. *A reduction of student suspensions*
3. *Guidance Counselor in class workshop schedule*
4. *An increase in student attendance*
5. *An increase of parent satisfaction on the Learning Environment Survey.*

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination**

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- Under the guidance of the National Institute of Restorative Practices we will continue to expand our participation in the Safer Saner Schools model.
- A partnership with the Four H Club will bring health and nutrition workshops to our parents.
- A partnership with Chelsea Piers will allow students who are rewarded for their efforts to attend special trips.
- The Bedford Stuyvesant Y will provide free swimming classes to our 2<sup>nd</sup> graders.
- The Bedford-Stuyvesant Multi-Service Center will provide support to our parent with housing assistance, job training, mental health, arts programs and kinship programs for children in foster care.

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Motivation Reading</li> <li>• Shared Reading and Writing</li> <li>• Acuity Instructional Tools</li> </ul>	Small group and one-to-one	During the school day and after school.
Mathematics	<ul style="list-style-type: none"> <li>• MCLASS Math Instructional Strategies</li> <li>• Motivation Math</li> <li>• Vocabulary Math</li> <li>• Mathematical Reasoning Inventory</li> <li>• Coach Mathematics</li> <li>• Acuity Instructional Tools</li> </ul>	Small group and one-to-one	During the school day and after school.
Science	<p>Data Driven Targeted Instruction</p> <ul style="list-style-type: none"> <li>• IFL Patterned Way of Reading, Writing, and Talking Tool for reading complex text</li> <li>• Group Annotation Strategy for Understanding Complex Text</li> </ul>	Small group and one-to-one	During the school day

Social Studies	<b>Data Driven Targeted Instruction</b> <ul style="list-style-type: none"> <li>• IFL Patterned Way of Reading, Writing, and Talking Tool for reading complex text</li> <li>• Group Annotation Strategy for Understanding Complex Text Writing reports of Information</li> <li>• Vocabulary Development</li> </ul>	Small group and one-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Counseling</li> <li>• Boys and Girls Resiliency Groups</li> </ul>	Small group and one-to-one	During the school day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

We will continue to partner with universities to recruit student teachers that can become new teachers at our school. Long Island University has partnered with our school to provide us with student teachers we can train on our school wide instructional programs and possibly hire. The student teachers work with all students and participate in our professional development programs to enhance their teacher training.

The teachers that have been in our school for a long time will continue to be supported. All teachers will receive individualized professional development inside and outside the building. We will continue to partner with Teacher's College Reading and Writing Project to provide teachers with support and in-class coaching so that they can become comfortable with teaching to the Common Core Learning Standards. High quality professional development will be our primary vehicle for teacher retention and to ensure that all teachers are highly qualified.

The Network will also provide us with support in terms of in-class coaching and professional development in mathematics and science.

In order to retain our teachers will continue to provide them high quality personalized professional development. A range of teacher leadership opportunities will be made available to teachers. A teacher leadership team has been established to provide teachers with opportunities to discuss school-wide issues and be part of the solution to help resolve them.

**WARREN PREP ACADEMY, PUBLIC SCHOOL 28K**  
**PARENT INVOLVEMENT POLICY**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement

Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

**I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

**III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

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

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

**Part I: School ELL Profile**

**A. School Information** [i](#)

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

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

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

**C. Teacher Qualifications** [i](#)

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

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

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

## D. School Demographics

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

# Part II: ELL Identification Process

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

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

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

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

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



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

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

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

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

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

### Dual Language (ELLs/EPs)

9–12

#### Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Other										0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0

#### This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_

Asian: \_\_\_

Hispanic/Latino:

Native American: \_\_\_

White (Non-Hispanic/Latino): \_\_\_

Other:

### Freestanding English as a Second Language

#### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

### Courses Taught in Languages Other than English ⓘ

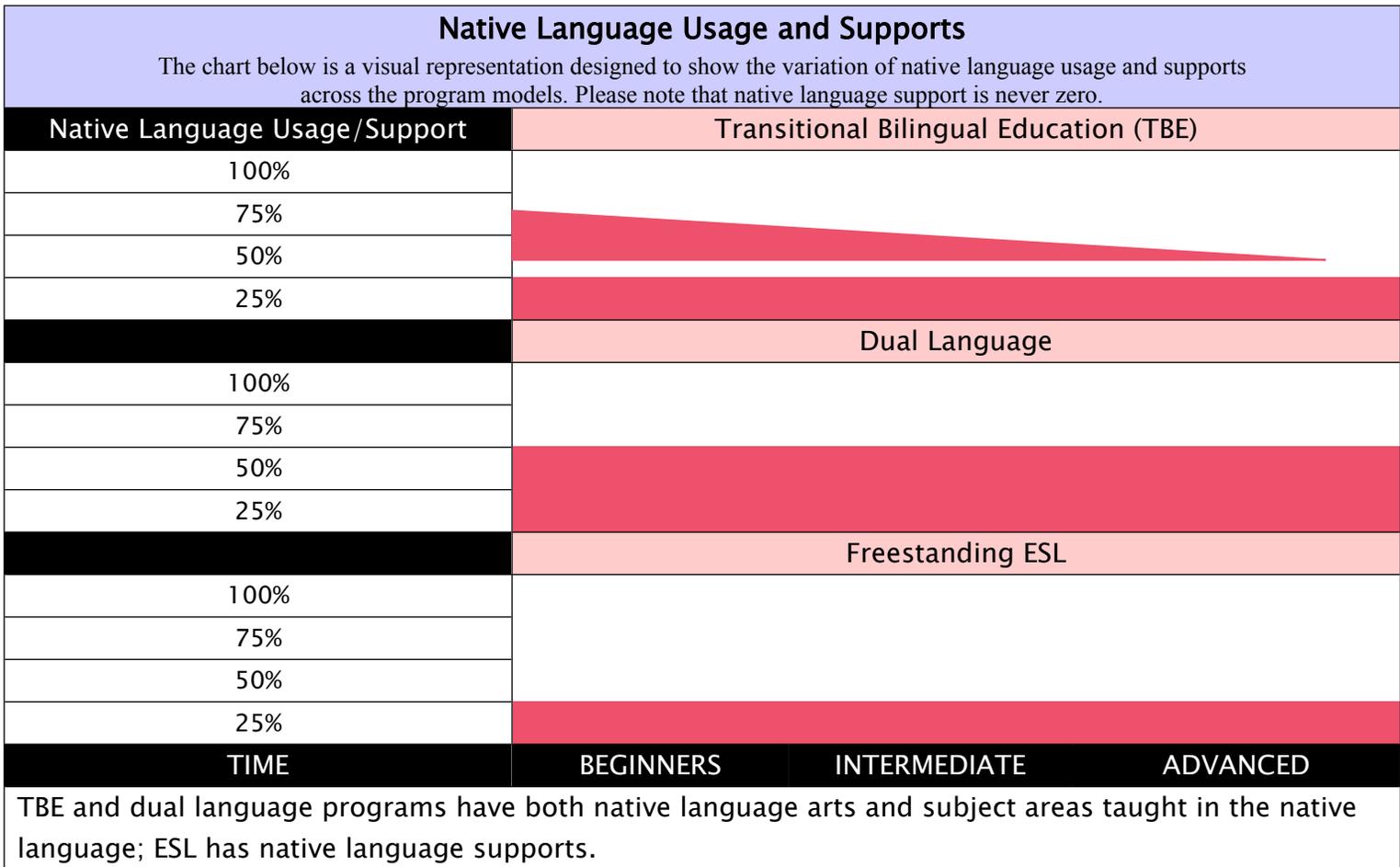
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

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

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

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

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

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

ELLS participate fully in all school programs and are given the same opportunities as all other students in the choice of their enrichment programs. Some of the other (not already mentioned) after school and supplemental services which have been offered to ELLs, as to all other students, include, dancing, stepping, ballroom dancing, musical instrument training (Recorder, violin, drums), numerous school trips and a wide range of special events given throughout the year.

Within the pull-out program the ESL teacher draws on a variety of different resources such as Foundations phonics for emerging literacy and the Santillana Intensive English program for newcomers needing basic everyday vocabulary and letter/sound recognition. This year the ESL teacher is using A-Z online projectable reading program and leveled library for read alouds and minilessons on reading strategies, phonics, tier one and two vocabulary for both ESL specific purposes and to reinforce what is being taught in the home classroom. Buckle Down is being used in preparation of the ELA Exam for grades 3-5 reading and writing fluency.

Achieve 2000 Kidbiz online reading program is new this year for all our 3-5 grades and is being used by the ESL teacher and classroom teachers to give our newcomers content work either in their home language or with home language support. Acuity instructional tools for reading and math skills instruction are also used. The ESL teacher uses many different online sources to enhance student's point of entry into subject matter including PBS video resources, Enchanted Learning, Read, think Write, Starfall among many others, as support materials. Brainchild's Mechanics Study Buddies computer handhelds can be taken home in grades 3-5 to work on reading, writing mechanics, math and science.

As mentioned before, native language support is offered in Spanish and French during instruction when needed by the ESL teacher and by several of the classroom teachers in the various grades. We have a small leveled library in these languages (to be gradually enlarged and expanded). We also use A-Z online reading library and Achieve 2000 Kidbiz where students can read or listen to books in English or their home language.

All our services and resources are chosen and planned to support and to correspond to our students' ages and grade levels.

All ELL parents are given assistance before the beginning of the school year by a letter of welcome sent out in the parent's home languages by the ESL teacher describing the program, expectations on the part of students and parents, and contact information if there are problems or questions and a list of outreach services, like language lessons for parents. All school communications, including Report Cards are sent out in the parents home language.

Language electives are not normally offered in elementary school, but we are currently researching ways to offer foreign language classes through out Renzulli Enrichment Cluster response to questions 8-17 here

## 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.

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

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

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

## E. Parental Involvement

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING	B	1	0	0	0	1	0							

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

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

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

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

emphasis will also be put on basic grammar and parts of speech like verbs, nouns and adjectives, for example, as well as basic verb tenses like use of the past tense for narrative writing.

As ours is a freestanding English as a Second language program only, there is no native language testing except for absolute beginners taking the state content area tests. And we have not had to do this enough to show a pattern.

Item analysis reports of the ELL periodic assessment as well as content area predictive exams in ELA and Math are used to create subgroups for targeted intervention and to inform ELL instruction and differentiation.

At P.S. 28K we evaluate the success of our ESL program by the three Annual Yearly Progress Objectives set down by the state, both for yearly progress on the NYSESLAT and for reaching their grade level objectives in the content areas and on the ELA and Math exams. Most of our ESL students showed the requisite progress on the NYSESLAT last year and all made requisite content area progress. Standardizes test scores show that all met grade level criteria in Math and all but one in ELA.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** Warren Prep Academy PS 28K  
16K028

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sadie Silver	Principal		11/30/11
Lakeasha Williams	Assistant Principal		11/30/11
Kyle Taylor	Parent Coordinator		11/30/11
Harry Dishon	ESL Teacher		11/3/11
Ernest Krou	Parent		11/30/11
Antoinette Mcmenemy	Teacher/Subject Area		11/30/11
Claricia Felder	Teacher/Subject Area		11/30/11

School Name: Warren Prep Academy PS 28K  
16K028

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jennifer Butan-John	Coach		11/30/11
	Coach		11/30/11
Rasheedah Brown	Guidance Counselor		11/30/11
Lucile Lewis	Network Leader		11/30/11
Aliette Murray	Other <u>Speech Teacher</u>		11/30/11
Theresa Lovelace	Other <u>Asst. Principal</u>		11/30/11
	Other		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

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

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

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

**Part A: Needs Assessment Findings**

---

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

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

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

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

## Part B: Strategies and Activities

---

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

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

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

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

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

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