



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: WARREN PREP ACADEMY
DBN (i.e. 01M001): 16K028
Principal: SADIE SILVER
Principal Email: SSILVER11@SCHOOLS.NYC.GOV
Superintendent: EVELYN SANTIAGO
Network Leader: MARLENE WILKS

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Serena Jefferson	Member/ UFT Representative-Teacher	
Naomi Rodriguez	Member/ UFT Representative -Teacher	
Sharon McCrackin	Member/ Parent	
Leonora Mendoza	Member/ Parent	
Betty-Ann Douglas	Member/ Parent	
Patricia Mason	Member/ Parent	
	Member/	

**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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 16K028

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	240	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	20	# SETSS	N/A	# Integrated Collaborative Teaching	10
Types and Number of Special Classes (2013-14)					
# Visual Arts	15	# Music	2	# Drama	15
# Foreign Language	N/A	# Dance	15	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.8%	% Attendance Rate			91.5%
% Free Lunch	94.3%	% Reduced Lunch			3.4%
% Limited English Proficient	5.3%	% Students with Disabilities			15.5%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American			81.5%
% Hispanic or Latino	12.5%	% Asian or Native Hawaiian/Pacific Islander			3.8%
% White	1.9%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	6.8	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	3.7%	% Teaching Out of Certification			21.3%
% Teaching with Fewer Than 3 Years of Experience	11.1%	Average Teacher Absences			8.2
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.5%	Mathematics Performance at levels 3 & 4			12.3%
Science Performance at levels 3 & 4 (4th Grade)	90.5%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Teachers began aligning the units of the study to the common core standards and we saw an increase in student writing in ELA. The T.C. Writing Curriculum afforded teachers with the opportunity to create rigorous writing tasks that increased student stamina.			
Describe the areas for improvement in your school's 12-13 SCEP.			
In providing teachers with feedback using the Danielson Framework for teaching, we noticed that a lot of students were not making connections in mathematics to previously learned skills. Although we implemented a second math block in January, our data indicated that many students did not make progress in mathematics.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The barriers we encountered were a limited amount of resources were available at the beginning of the school year that was aligned to the Common Core Standards. Many publishers did not roll out their materials until late February. Although the teachers worked diligently to gather resources and aligned Everyday Math to the Common Core, there wasn't enough information about the test in regards to types of questions.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our goals were implemented, but the success was not evident in regards to meeting our state test expectations. Many of our students fell into the Level 1 and Level 2 categories.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
We were able to accomplish our goals, but the results of the 4 th and 5 th grade ELA and Math exams didn't reflect that our students were able to keep the stamina they needed on a more difficult exam that required them to reason mathematically.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Our biggest challenge is not having all of the common core aligned program materials for all grades to plan for the entire school year. Our materials have come in sporadically, but the teachers have been utilizing the online resources to ensure that instruction doesn't stop.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ul style="list-style-type: none"> - Bottom 1/3 – 75% of students in our Bottom 1/3 will make progress on the NYS ELA and Math Exam in 2014 - SWD – 90% of Students with Disabilities will make progress in Reading as evidenced by our F&P Running Records - ELL – 90% of ELL Students will demonstrate proficiency in Speaking & Listening as measured by the NYSESLAT 			
Describe how the school leader(s) will communicate with school staff and the community.			
We will communicate with the school staff and community via our Keeping in Focus newsletter, AIS Newsletter, Grade Level Teacher Newsletters, backpacking information, monthly events with parents, faculty conferences and Common Core Parent Trainings. We also have a school website www.warrenprep.com and school messenger to get pivotal information out to our school community.			
Describe your theory of action at the core of your school's SCEP.			
Our theory of action is to align our units of study in Ready Gen and Go Math to the Common Core Learning Standards and use the Danielson Framework for Teaching to provide teachers with meaningful feedback that will lead to an improvement in student achievement. Through the use of common assessments we plan to monitor and revise our units of students by examining student work to make changes to our instructional moves.			
Describe the strategy for executing your theory of action in your school's SCEP.			
The strategy is to provide teachers with time to meet with their teacher teams throughout the school day and after school so that they can engage in the instructional inquiry process in a consistent basis. Professional development will be connected to our schools instructional focus "Using Assessing and Advancing Questions" to have a clear picture of student learning in every lesson.			
List the key elements and other unique characteristics of your school's SCEP.			

The key elements and other unique characteristics of our school SCEP include but are not limited to the following:

- Core Belief: **At Warren Prep Academy, Public School 28K we believe that all children can learn through explicit modeling and teaching throughout the lesson.**
- Instructional Focus: Using Assessing and Advancing Questions
- Aligning our Professional Development to teacher goals using the Framework for Teaching
- Implementation of Go Math and Ready Gen – Common Core Aligned Resources

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

We currently have 2 administrators in the school, which consist of an Assistant Principal and a Principal. We also have two other pivotal members of our instructional team which consists of our staff developer and AIS team leader/UFT Chapter Leader. Together we meet to oversee and manage our improvement plan. We also conduct learning walks to see what areas teachers need support in. Our Teacher Leaders consist of one person per grade that meets with the leadership staff during inquiry team meetings to discuss how they can support other teachers with the implementation of the SCEP and other improvement efforts. In implementing the Common Core aligned curriculum, formal and informal observations are conducted to provide teachers with supportive feedback towards our goals.

Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

During our DQR last school year it was recommended that teachers align their units of study to the Common Core Learning Standards.

Review Type:	DQR	Year:	2012-2013	Page Number:	2	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) 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.

2.2 School leader's vision	X	2.3 Systems and structures for school development
2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of teachers will collaborate to align their units of study in ELA to the Common Core Learning Standards and make necessary adjustments to instructional practices and strategies to increase student achievement as measured by our common performance tasks.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
- 1. Implementation of *Ready Gen* in *Grades K-5* aligned to the *CCLS* for Reading Instruction and Word Study
- 2. By October 31st 2013 the assessment team will begin administering the Fountas and Pinnell Reading Assessment to all students and the data will be discussed with individual teachers to begin the goal setting process.
- 3. Implementation of the *TC Writing Units of Study* in *Grades K-5* aligned to the *CCLS*
- 4. Teacher team meetings to examine student and teacher work to make necessary adjustments to instruction in Reading and Writing.
- 5. Teacher participation in the *MOSL* and *Inquiry Team* to analyze and develop action plans to improve student outcomes on periodic and *MOSL* assessments.
- 6. Administer the *ELA* performance task and use the data to drive instruction.
- 7. *ReadyGen* professional development for teachers.
- 8. Integration of the *CCLS* to *Social Studies* units of Study.
- 9. Use of the *Framework for teaching* to evaluate and strengthen teaching practices.
- 10. Development of monthly units of studies and pacing calendars in Reading, Writing, and *Social Studies* aligned to the *CCLS*.
- 11. Use of local measures of student learning to monitor student progress and make necessary adjustments to instruction. (whole class, small group, one-to-one conferences)
- 12. Teacher support via our Staff Developer and Network Support Staff
- 13. Daily Common Preps to Support Teacher Team Inquiry Work
- 14. Teachers will analyze student work during their advance period and receive professional development based on their individual and school wide goals to improve student outcomes.
- 15. A collaborative inquiry protocol will be utilized to analyze students work and to assist teachers in providing feedback to their colleagues.
- 16. Two *Ready Gen* lab sites will be established by our Intervention Team Leader and Staff Developer to share best practices in Reading and Writing.
- 17. Extended day will focus on improving student outcomes for students in *Grades 3-5*.
- 18. An After School Program will be established to provide teachers with additional time to work with students in the Bottom 1/3

<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Staff Developer 4. AIS Team Leader 5. Classroom Teachers 6. Network Team
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 1. 85% of students in <i>Grade K-2</i> will be reading and writing at or above grade level as evidenced by the F&P MOSL Assessment. 2. 10% increase on students score at or above proficient as evidenced on the 2014 NYS Common Core English Language Arts Exam. 3. 10% decrease in the number of students scoring at Level 1 as evidenced by the 2014 NYS Common Core English Language arts exam.
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 6. September 2013-June 2014
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. Flow of the Day will reflect Ready Gen Reading, Writing and Phonics Program 2. Teacher College Writing Block was added to the schedule 3. An Advance Planning period provides teacher with an extra prep for planning purposes in Domain 1: Planning & Preparation

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core			
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decision at the team and classroom levels.			
Review Type:	QR	Year:	2012
Page Number:	3	HEDI Rating:	Developing

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.			
x	3.2 Enact curriculum	x	3.3 Units and lesson plans
x	3.4 Teacher collaboration	x	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of teachers will collaborate to align their units of study in Mathematics and Science to the Common Core Learning Standards and make necessary adjustments to their instructional practices and strategies to improve student outcomes as measured by our common performance assessments.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. SWD – All students with disabilities will be mainstreamed for math with the math cluster and students in Grades 3-5 will be mainstreamed in mathematics with the appropriate supports.
2. Bottom 1/3 – Learning goals have been established to close the gap for students during small group instruction, AIS and After School.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principal
3. Staff Developer
4. Intervention Team Leader
5. Math Cluster
6. School-Wide Inquiry Team
7. Classroom Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 90% of 4th Graders will score at or above proficiency on the NYS Science Exam in June 2014
2. 10% decrease in the number of students scoring at level 1 will be reflected on the 2014 Common Core Math Exam.
3. 10% increase in the number of students scoring at or above proficiency as evidenced by the 2014 Common Core Math Exam.
4. 85% of students in K-2 will be at or above proficiency in Math as evidenced by the Go Math End of Year Assessment.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Opportunities for Teacher Collaboration have been put into the schedule such as common planning times, collaborative inquiry and advance time as well as professional development led by teachers.
2. Metamorphosis Math & Math in the City – Outside professional development opportunities

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs	x	PF RTI				PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Observe teachers using the Danielson Framework for Teaching along with the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection.

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of teachers will receive frequent and actionable feedback with targeted attention to the use of data, instructional practices and student learning.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Have teachers submit artifacts that they are proud of during the IPC Meeting to establish a baseline for submissions.
2. Use the Tools on Advance to provide teachers with timely, actionable feedback.
3. Train teachers on the new teacher evaluation system & Conduct formal and informal observations that provide teachers with immediate feedback to improve teaching practices.
4. Utilize ARIS Learn to provide teachers with differentiated learning experiences.
5. Monthly grade conferences will focus on the gathering artifacts for the MOSL
6. Teachers will visit each other's classrooms and provide each other with feedback based on the Danielson rubric.
7. Best Practices in Domains 2 and 3 will be the focus for professional development. (Using Assessing and Advancing Questions)
8. Alignment of the Danielson Rubric to the Quality Review Rubric to provide clarity for teachers.
9. Turn-Key all feedback from Talent Coach conferences
10. Utilize teacher team meetings to look at student work and explore ways to advance learning through the use of assessment questions.
11. Textbooks were purchased to provide students with leveled books and to support our guided reading.
12. For AIS Curriculum Associates Common Core Texts were purchased to differentiate instruction using text books.
13. Teachers work with small groups of students to provide individualized instruction during AIS after school periods utilizing teacher per session.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principal
3. Staff Developer
4. Teacher Effectiveness Coach
5. Network Personnel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By October 2013, all Initial Planning Conferences will be finalized.
2. By November 2013, the 1st round of informal and formal observations will be completed using a common evaluation framework.
3. By November 2013, the 1st round of peer observations will be completed by teachers to provide their colleagues with feedback.
4. By February 2014, 95% teachers will be effective in Domains 2 and 3.

5. By June 2014, all ratings will be entered in to Advance and teacher binders will reflect the artifacts to be reviewed and rated.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. An advance period which constitutes an extra prep for teachers will be used for Domain 1 Planning and Preparation on the Danielson Framework for Teaching.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Formulate plan to track student progress

Review Type:	QR	Year:	2012	Page Number:	4	HEDI Rating:	Developing
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety	X	5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June, 100% of students in the Bottom 1/3 will receive Intervention Services through the use of data to address student needs as measured by the Fountas and Pinnell Assessment System.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. A full-time AIS position was created to implement our Response to Intervention program with fidelity.
2. The AIS team leader and the assessment team members will begin administering the F&P Assessment System.
3. The Assistant Principal will work with the AIS team leader to carve out time for AIS services to take place.
4. An initial screening will be conducted in September and October to identify students in need of reading intervention as well as to collect the initial MOSL data using Fountas and Pinnell.
5. Curriculum based diagnostic exams will be utilized to identify possible groupings for Tier 1 intervention.
6. Teachers will utilize the scaffolded learning tools that are part of the Ready Gen and Go Math resources to provide students will individualize instruction.

7. Network personnel will provide the AIS team leaders with support around Academic Intervention Services and targeting skills that need to be address.
8. Participation in Network Cohorts by the teachers, intervention team leader, staff developer and assistant principal.
9. MSOL will be implemented at 4-6 intervals to monitor student progress.
10. The network support staff will work closely with the school AIS team to provide technical and curriculum based support.
11. Students in the Bottom 1/3 of every classroom will participate in our extended day program.
12. After school program will be developed to target the students who are in need of additional instruction.
13. Data driven conversations with parents to provide them with common core training including their participation in the New York City Elementary School Principal's conference to garner ideas to support students.
14. The data is used to increase parental engagement.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal
2. Assistant Principal
3. Intervention Team Leader
4. Staff Developer
5. Classroom Teacher
6. Network Team

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By September 2013 the MOSL Committee will identify and administer the baseline MOSL Assessments.
2. By October 2013 extended day will begin for all students in Grades 3-5
3. By November 8th 2013 all ELA and Science performance tasks will be administered and scored in Grades K-4
4. By November 8th 2013 all students will be assessed using our universal screening (Teacher's College Assessment System)
5. By November 10th 2013 our after-school program begins with targeted students in Grades 3-5 (Bottom 1/3)
6. By February 2013 progress monitoring data will reflect growth in ELA for the Bottom 1/3
7. By May 2013 progress monitoring will reflect growth in F&P Levels for all students

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Extended Day Tuesdays and Wednesdays
2. Advance Teacher Team Meetings
3. Common Preps for Planning and Preparation: Domain 1

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

X	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments
	PF Positive Behavioral Management Programs	X	PF RTI		PF Parent Engagement
					PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Our needs assessment was conducted by analyzing our 2013 Learning Environment Survey which indicated that parents would like an increase in communication between staff and parents. Parents also indicated that they would like more activities that are aligned to helping their child at home to meet Common Core Standards expectations during informal meetings with teachers and staff.			
Review Type:	Learning Environment Survey	Year:	2013
		Page Number:	2-4
		HEDI Rating:	N/A

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.			
X	6.2 Welcoming environment	X	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the school will develop a sustainable intervention model to increase attendance as measured by a 2% increase in student attendance as evidence by ATS.	

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. PBIS will continue to be our School-Wide Behavior Model 2. A resiliency program will be developed for students whose attendance is less than 90% 3. Letters will go home every month to make parents aware of their child's attendance. 4. ARIS training sessions for parents will be conducted. 5. Progress reports for all students will reflect the link between attendance and academic standings that will be communicated to parents. 6. Teachers will be the first line of outreach to parents. 7. Classes with 100% Attendance will be announced on a daily basis. 8. After school enrichment programs will be developed so that students can get excited about coming to school. 9. Each child will have at least one caring adult at the school that will help them achieve academic success. 10. Parent Attendance Awards Day 11. Field Trips to encourage students to come to school that are aligned to the Common Core Learning Standards. 12. Parent Celebrations 13. One to One parent conferences for parents whose children have excessive absences. 14. Daily phone calls from School Messenger, Family Assistant and Parent Coordinator to get students to school one time.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Principal 2. Assistant Principal 3. Parent Coordinator 4. DC-37 Para 5. Office Aide

- 6. Pupil Accounting Secretary
- 7. Guidance Counselor
- 8. Attendance Teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- 1. By January 2014 there will be an increase of 1% in Student Attendance
- 2. By June 2014 there will be an increase of 1% in Student Attendance from 91.1% to 93.1%

D. Timeline for implementation and completion including start and end dates

- 1. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- 1. Daily Attendance Announcements celebrating classes with 100% attendance
- 2. Attendance Walk-Through by Guidance Counselor each morning.
- 3. Monthly Parent Meetings

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS		PF CTE		PF College & Career Readiness	X	PF Common Core
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	K-2 – Foundations & Guided Reading 3-5 Guided Reading	Small group and one to one	During the school day
Mathematics	Go Math Scaffold Learning Triumph Math	Small group Small group	During the School Day, Extended Day & After-School
Science	Foss & Harcourt Science	Small group	During the School Day
Social Studies	Harcourt Social Studies	Small group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counseling	Small group & one to one	During the School Day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- 7. All elements of the *All Title I Schools* section must be completed*.
- 19. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 20. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In collaboration with the Office of Teacher Recruitment, we are identifying teachers who have gone through the pre-screening process and identified as effective.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All professional development will be aligned to the school's belief on how children learn best, our instructional focus, teacher goals aligned to the Framework for Teaching, Common Core Library and the City-Wide Instructional Expectations. In class coaching by consultants from Metamorphosis Learning as well as our Network team will also be provided. Teachers will also turn-key professional development and utilize the professional learning resources on the New York State Department of Education Site to improve pedagogical practices. ARIS Learn will also be a resource for teachers.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Students in Temporary Housing are given school supplies in order to alleviate the burden on the families. Our Pre-K program is intended for parents in the community that would like to take advantage of our early learning program. Our Pre-K program is currently a full-day program.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Early Childhood Teachers receive joint pd and parent involvement activities. The Pre-K curriculum is aligned to the Common Core Learning Standards and the expectations for the Pre-K teacher are the same as the entire school population.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
In June we met as a MOSL Committee to discuss the options we have for our measures of student learning. We decided to continue to utilize Fountas and Pinnell's Reading Assessment System. We also decided to continue to use performance tasks that are aligned to the Common Core Learning Standards to surface the gaps in student learning. To better prepare students for the online PARC Assessments we decided to use Performance Series our baseline and benchmark assessments for students in grades 3-5 in mathematics.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 16	Borough Brooklyn	School Number 028
School Name Warren Prep Academy Public School 28K		

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

Principal Ms. Sadie Silver	Assistant Principal Ms. Lakesha Williams
Coach Ms. Jennifer Butan-John	Coach Dr. Sabina Nwenyi
ESL Teacher Mr. Harry Dishon	Guidance Counselor Ms. Rasheedah Brown
Teacher/Subject Area Ms. Nadine Lewis -Knight	Parent Ms. Romero
Teacher/Subject Area Ms. Monique Wilson	Parent Coordinator Mr. Kyle Taylor
Related Service Provider ICT Teacher Ms. Rodriguez	Other Speech Provider Ms. Murray
Network Leader(Only if working with the LAP team)	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	252	Total number of ELLs	13	ELLs as share of total student population (%)	5.16%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE	4	1	3	1	0	4								13
SELECT ONE														0
Total	4	1	3	1	0	4	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	3
SIFE	2	ELLs receiving service 4-6 years	3	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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	10	2	1	3	0	2	0			13
Total	10	2	1	3	0	2	0	0	0	13

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	1	2	1		2								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2					2								4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1											2
TOTAL	4	1	3	1	0	4	0	0	0	0	0	0	0	13

Part III: Assessment Analysis

Assessment Breakdown

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

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)	4		1			2								7

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1	1			2
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2								2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				1				2
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The early literacy assessment tool that is being used to measure student progress is Fountas and Pinnel. 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 classroom teachers and the ESL teacher conduct monthly TCRWP running records to measure student's reading fluency and comprehension to monitor progress in reading level. The ESL teacher records this data as well as subset phonics decoding skills mastered or not mastered into an individual student progress tracking tool to inform his lesson planning and to target individual students needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
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 to three years, while taking much longer (three to five years) to acquire the academic vocabulary and grade level skills in reading comprehension and writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The relatively slow improvement in reading and writing scores on State exams for most of our ELLs, has prompted the ESL teacher to explicitly target phonemic awareness and specific comprehension skills and practices in the lower grades, and the explicit teaching of tiers 2 and 3 academic vocabulary and the ongoing modeling of the main expository writing types in the 3d - 5th grade. In keeping with the Common Core standards and NYC DOE instructional expectations, an equal balance between literary and informational texts is being implemented and an emphasis will continue this year on repeated close readings and analysis of texts using text based questions as the basis for rigorous discussions and writing requiring students to refer back to the text for evidence to support their arguments.

4. For each program, answer the following:
 - a. 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?

PS 028 has no bilingual or dual language programs, so there are no native language exams. PS 028 teachers and leadership monitor progress on Periodic Assessments in Math, ELA and ESL to help inform instruction and in the creation of tier 2 and 3 interventions to support struggling students. In recent years ELLs have scored on all four performance levels. Native language is used when and where possible by bilingual teachers and the ESL teacher to make input comprehensible.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

From the start of the Academic year previous year's NYSESLAT, ELA and Math Score data are analyzed and newcomer Lab-R results are used to determine student needs. Beginning of the year Benchmark assessments are also administered to all students and student groups are formed and further tiered intervention is planned for struggling students with special attention to the bottom third. Struggling ELLs in the bottom third receive specialized small group and individual support in reading strategies, phonics, vocabulary or math using RTL timelines to monitor progress and determine subsequent teaching steps and tiered interventions.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructional decisions always take into consideration Best Practice differentiation strategies to further scaffold and support our ELLs during classroom content delivery. Language objectives are explicitly stated alongside of content objectives during ESL interventions.

7. 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?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The ESL teacher submits A SLO: Student learning Objectives report along with his Goals and Objectives detailing end of year outcomes and the State and local measures by which student progress will be evaluated and the teacher rated according to the Danielson Framework.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
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 and 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.
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.
All parents of Ells thus identified are notified by the ESL teacher in their home language, if necessary, of their child's placement and asked to attend 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 makes his program choice and completes the Parent Survey and Program Selection Form in English or in the home language. HLIS forms and the Parent program Choice forms are maintained in the child's permanent record file and copies are kept in our ESL Data Binder with other mandated records and documents relating to our ESL program.

In the case where parents fail to respond to the invitation for the Parent Orientation Meeting, both telephone calls and house visits have been used to ensure compliance and that parents are cognizant of the program choices open to their children. In PS 28K, due to insufficient numbers of any one foreign language, we only provide a Freestanding ESL program. The opportunity is offered parents to transfer to another school if they prefer a different program within the community. Parents of PS 28K tend to prefer the freestanding ESL program as the way for their children to make the most rapid progress in English and this has been the unanimous program choice of all ELL parents on all of their Program Choice Forms over the past few years.

Once enrolled in The ESL program, the yearly New York State English as a Second language Achievement Test (NYSESLAT) scores in the four modalities of Reading, Writing, Speaking, and Listening are carefully analyzed to inform instruction, both to help form groups based on overall needs, as well as to differentiate instruction to give special attention to a specific need area or to a struggling student whom the data shows is not making sufficient annual progress.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
See Above.

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.
The small size of PS 028 only enables us to maintain only a Freestanding ESL program. After the ESL teacher has determined eligibility for ESL services, parents are notified in their native language as to the available program in our school. At the Parent orientation meeting, parents are informed of other program choices offered in the NYCDOE system and given the opportunity to choose between the three programs and file for a transfer if so desired.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher schedules and administers all four sections of the NYSESLAT in adherence with the stipulated windows of administration for the different modalities indicated in the testing manual and so as not to conflict with other state tests also administered within those windows. The exams are spaced over about three weeks and administered by grade band so that students will not have more than one section on any given day, Adequate time is reserved at the end of the testing window to accommodate any students who might have been absent.
6. 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.) 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. ⓘ
Parents of PS 28K tend to prefer the freestanding ESL program as the way for their children to make the most rapid progress in English and this has been the unanimous program choice of all ELL parents on all of their Program Choice Forms over the past few years.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

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. 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. This year, because of an increase in newcomer beginners in the lower grades pull out will be necessary.

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 Kindergarten ELLs. The First and Second grades are being pulled together with a mix of Beginner, Intermediate and Advanced ELLs whom the ESL teacher has determined would benefit from the mix. Fifth grade Beginners, SIFES, are being pulled out together, while Fifth grade Intermediate and Advanced receive push in instruction for content support during their math or social studies content periods.

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, Intermediate ELLs are pulled during their reading or writing blocks for content support and ESL specific listening and speaking activities.

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)?

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 75 minute classes per week during core time for our K, 1 and 2 beginners, and 5 X 60 minute classes per week for 5th grade beginner, Intermediate and Advanced. This is supplemented by 2 X 50 minute classes during Extended Day time to give the Beginners and Intermediates their total number of mandated minutes.

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 foster language development and meet the demands of the Common Core Learning Standards.

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

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

This is not applicable since we do not have a bilingual or dual language program. The Spanish Lab-R has been given to assess literacy and writing skills for Spanish ELLs and are a good indication of how quickly they will be able to transfer them to English. Most of our students come to us in the early grades before reading and writing skills have been acquired in the native language.

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

Once enrolled in The ESL program, the yearly New York State English as a Second language Achievement Test (NYSESLAT) scores in the four modalities of Reading, Writing, Speaking, and Listening are carefully analyzed to inform instruction, both to help form groups based on overall needs, as well as to differentiate instruction to give special attention to a specific need area or to a struggling student whom the data shows is not making sufficient annual progress. The ESL teacher then uses ongoing formative and summative classroom assessments to monitor student progress in the four skills as well as running records to assess reading fluency and comprehension. ELL Periodic Assessments and ELA Item Analysis reports are also used to indicate reading and writing skills attained or in need of practice. These results are recorded in a student progress tracking tool.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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 challenges for the classroom and the ESL teachers. 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. In the case of our 2 fifth grade beginners, scaffolding content at this grade level can not always be done effectiely since ther is no means to access what has been understood. For content classes, key vocabulary is determined for the unit and Arabic translations and visuals are used to perform some kind of word picture correspondance task. The ESL teacher's primary plan for these students is to first teach basic communication skills and vocabulary. An introduction to the English Alphabet and sounds and left to right, top to bottom reading and writing orientation will pave the way for basic reading and writing tasks.

New comers to PS 28K like these 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 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, where feaseable, selected input of grade level academic vocabulary, reference to cognates wherever possible and bilingual glossaries in content areas. All of the afore mentioned methods are used to make content comprehensible.

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

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. These students also receive the mandated accommodations for all state exams for the two years following their score of proficient.

7. 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?

We have just adopted two Common Core Aligned Programs to teach ELA and Mathematics at our school. We are currently implemented Ready Gen which includes a phonics component in Grades K-3 and GO Math to assist our teachers with resources that can be aligned to the Common Core Learning Standards. We have also continued to implement the Teacher's College Writing Program across all grades.

In order to provide access to academic content areas and accelerate English language development we have equipped all

classrooms with smartboards, projectors, lap tops and a variety of visuals to increase student engagement. We also have leveled libraries in all classrooms to provide students with reading materials at their independent and instructional levels. Our Science and Social Studies programs come with visuals and strategies to support ELLS including handson activities. Guided reading, shared reading, word study and the use of advancing and assessing questions will provide teachers with immediate feedback on student learning so that they can modify their instruction during the lesson.

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

Students are mainstreamed into classrooms based on their ability and social interaction with others. ELL-SWD will take part in extended day and our after school program to provide them with additional targeted instruction. Our AIS program will also include ELL-SWD during Tier One and Tier Two Interventions.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

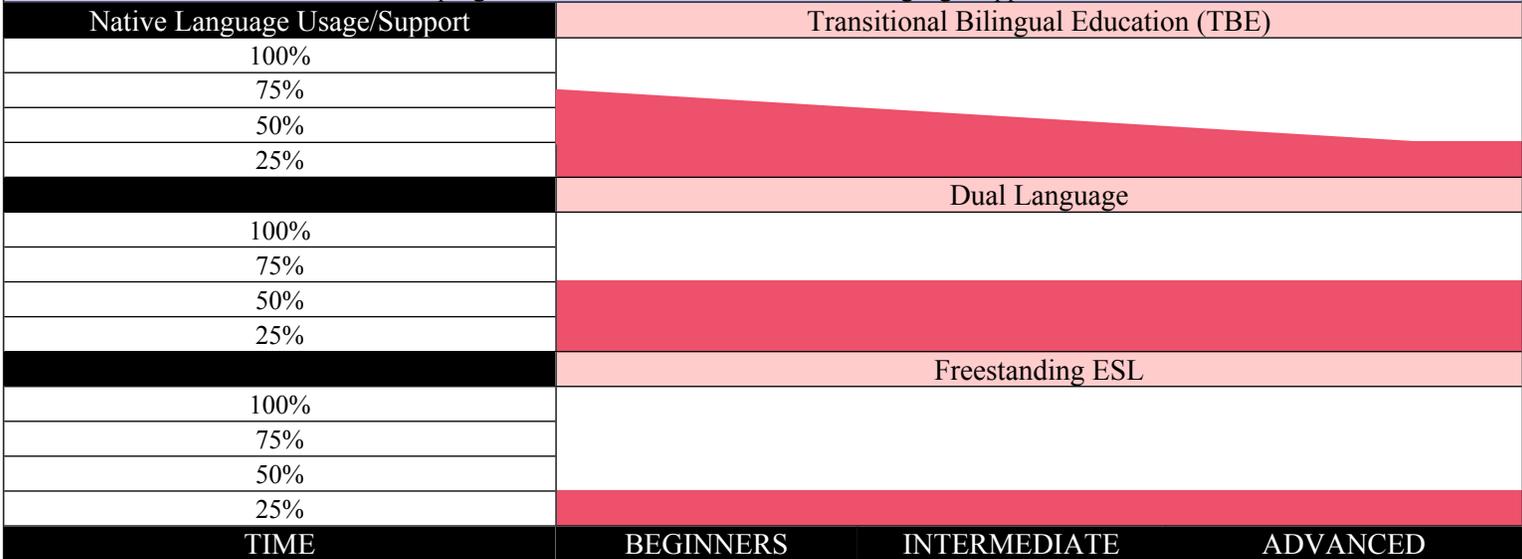
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

Our 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 interventions (RTI), 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.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We have been especially hard hit by the implementation of the Common Core Standards and the increased difficulty of the State ELA and Math Exams. These are placing increased demands on struggling students and naturally our ELLs. As mentioned earlier, While our ELLs at this grade band usually make rapid and enormous progress in the BICS, they often lag behind in reading, writing and the content areas. The average time necessary for ELLs to reach grade level in content and Academic vocabulary has not changed. We, nevertheless, are working to increase the rigor and effectiveness of our instruction.

11. What new programs or improvements will be considered for the upcoming school year?

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.

12. What programs/services for ELLs will be discontinued and why?

No programs are being discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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. The ESL teacher also relies on the A-Z online animated projectable reading program and leveled library for read alouds and minilessons on reading strategies, phonics, tier one and two vocabulary as well as for whole language input and acquisition. Our current reading and writing program Ready Gen is used selectively to compliment what 3-5 grades are learning in class and includes ESL modules teachers may use to support ELLs.

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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 RAZ-Kids.com which makes these resources available in Spanish and French. Children can access these at home for listening, reading and comprehension activities

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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. The ESL teacher ensures that new ELLs who enroll during the academic year are appropriately welcomed and introduced into their new classrooms and special attention is given to introduce them to the other students and to classroom rules and routines. Where possible, newcomers are buddied with another child who can speak his/her language and facilitate his/her integration.

18. What language electives are offered to ELLs?

Language electives are not normally offered in elementary school, but we are currently researching ways to offer foreign language classes through out Renzulli Enrichment Clusterse.

19. For schools with dual language programs:

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

Not applicable.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 be 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.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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.

E. 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 response to question here:

School Name: Warren Prep Academy, P.S. 28K

School DBN: 16K028

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Sadie Silver	Principal		11/12/13
Ms. Lakeasha Williams	Assistant Principal		11/12/13
Mr. Kyle Taylor	Parent Coordinator		11/12/13
Mr. Harry Dishon	ESL Teacher		11/12/13
Ms. Romero	Parent		11/12/13
Mrs. Nadine Lewis-Knight	Teacher/Subject Area		11/12/13
Ms. Monique Wilson	Teacher/Subject Area		11/12/13
Mrs. Jennifer Butan-John	Coach		11/12/13
Dr. Sabina Nwenyi	Coach		11/12/13
Ms. Rasheedah Brown	Guidance Counselor		11/12/13
Ms. Marlene Wilks	Network Leader		11/12/13
	Other		11/12/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **2** Network: **209**

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.

In assessing our school's written translation and oral interpretation we meet with parents for an orientation session at the beginning of the school year. We also have parents complete a HILS form at the beginning of the year to get a sense of our translation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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.

We have found that the majority of our families speak Spanish at home although most can speak the English language. We also have a very small arabic population whose parents are business owners in the community and rather all communication in English. Our ESL teacher speaks several languages and all that are represented in our school community. We also have staff members that are able to translate in Spanish which alleviates some of the ESL's teacher's translation and interpretation duties. The findings were shared via a school 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.

Our school secretary uses the Microsoft Word translation component to translate all communication sent home to parents. We also have school messenger which is a telephone communication system that allows parents to hear the messages in up to 42 different languages. The web service translates the message we write and calls the homes of our students. It is also helpful to have staff members that speak a variety of languages and are always eager to assist us with our translation and interpretation demands.

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.

The oral interpretations are done by staff members as was described above. We also have the opportunity to reach out to the DOE translation department if assistance is needed immediately. Teachers have found this helpful as well.

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>.

All parental notifications at our school are done in both English and Spanish. Spanish is the dominant second language at our school.