



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WILLIAMSBURG PREPARATORY SCHOOL

DBN (i.e. 01M001): 14K561

Principal: MICHAEL SHADRICK

Principal Email: MSHADRI@SCHOOLS.NYC.GOV

Superintendent: AIMEE HOROWITZ

Network Leader: NATE DUDLEY

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
Michael Shadrick	*Principal or Designee	
Patrick Drislane	*UFT Chapter Leader or Designee	
Toni Hucey	*PA/PTA President or Designated Co-President	
Christa Spataro	DC 37 Representative, if applicable	
Samantha Kandybowicz	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Amy Lopez	Member/ Student	
Luz Lopez	Member/ Parent	
Rebecca Delgado	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none"> ▪ Annual Goal ▪ Comprehensive Needs Assessment ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal ▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By Aug 2014, our ELA Regents performance will increase as follows as evidenced by the 2013-2014 NYC Progress Report:

2013 results	65- 84 (54%)	85 – 100 (22%)
2014 targets	65 – 84 (60%)	85 – 100 (25%)

Comprehensive Needs Assessment

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

In reviewing the 3 most recent progress reports, we noted that our ELA results fell below the 50th percentile in weighted regents pass rates as compared to our peer schools. In addition our school's average score in SAT critical Reading and Writing are unacceptably low.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

- All quarterly assessments in 10th grade ELA will closely align to the skills and tasks on the ELA exam
- Common Planning Time for all grade alike teachers
- Common assessments

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

- All ELA teachers
- Administrative Team to monitor progress toward goals

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

1. Progress reports are issued 8 times per year
2. Data analysis meetings are held after each major assessment
ELA teachers meet with assigned AP 2 times per month to review progress

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

- Students with scores below the college ready threshold or who have not previously passed the exam will be identified by the Guidance staff and Department leaders By September 2013.
- All students will take baseline MOSL exam before October 1, 2013
- The ELA department will review MOSL results and compare with Regents results where available by November 15, 2013
- Students scheduled to retake regents in January 2014 will take practice exam by December 15, 2013
- Lunch time and Saturday tutoring will take place in December and January providing targeted tutoring and support
- 10th grade students will complete a mock exam in April 2014 to uncover gaps in learning and areas of strength

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

1. All 10th grade students will receive 2 periods a day of ELA
2. All students who have previously taken and failed the ELA regents are scheduled for Prep class

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;

- 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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June/Aug 2014 our Math Regents performance will increase as follows as evidenced by the 2013-2014 NYC Progress Report:

	2013 Results	2014 target
Algebra	76%	80%
Geometry	81%	83%
Algebra 2	27%	33%

Comprehensive Needs Assessment

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

In reviewing the 3 most recent progress reports, we noted that our math results could improve when compared with our Peer schools and the Citywide average score. weighted regents pass rates. In addition our school's average score in SAT math remains low with an average score below the college ready benchmark of 480.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. All math students will be given a baseline assessment in September 2013
2. Common planning time
3. weekly Professional development and monthly departmental meetings
4. use of common assessments to monitor progress

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

- All math teachers
- Administrative Team to monitor progress toward goals

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

3. Progress reports are issued 8 times per year
4. Data analysis meetings are held after each major assessment
5. Math teachers meet with assigned AP 2 times per month to review progress

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

- Departmental mid-terms will administered in January 2013
- Mock Regents exams will be administered in April 2014 and May 2014
- Based on the results of these assessments, targeted tutoring will be provided after school and on Saturdays

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

1. All students in Algebra and Geometry will be programmed for 8 periods of math per week
2. An Algebra 2 Prep class will be offered to 12th graders who previously failed the Algebra 2 Regents

3. Level 1 students will be programmed for a 4 term sequence of algebra

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;
- 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

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By the end of June 2014, our school-wide daily attendance rate will improve by approximately 2% over 2013 levels (89.5%) resulting in an attendance rate of 91.5%.

Comprehensive Needs Assessment

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

In reviewing the 3 most recent progress reports, we noted that our

In reviewing the 3 most recent progress reports, we noted that our average daily attendance had fallen slightly below the 90% and was now one of two areas where are school underperformed our peer group average.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Weekly attendance meetings
2. Daily phone calls to absent students
3. Use of Jupiter grades to text message attendance concerns to identified students
4. Monthly rewards for students with perfect attendance

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

1. Guidance
2. Pupil Accounting Secretary
3. Attendance teacher
4. Deans
5. Administrative Team

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

1. The daily attendance shall be monitored each afternoon

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

1. Students with 407's will be followed up and meeting scheduled with member of attendance team

2. Students with chronic absenteeism/lateness shall be targeted for home visits

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

1. All students have been assigned an academic advisor and are programmed for 1 period a week of advisory

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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;
- 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

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, there will be an increase of 10% in collective teacher performance in components 2b: Culture of Learning and 1e: Designing Coherent Instruction as measured by The Danielson Framework for Teaching

Comprehensive Needs Assessment

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

In reviewing the City Wide Instructional Expectations , we noted that the Danielson framework was mandatory but our school had previously used the Kim Marshall rubric so additional work is necessary to familiarize our staff with the components of the framework

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. All teachers will be assigned to a Teacher Support Team with an AP and bi-weekly meetings will be held throughout the year

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

1. Each one of our 3 AP's will be assigned a cohort of approximately 15 teachers

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

1. A tracker will be developed to monitor # of observations and to identify patterns for additional support and PD

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

1. All teachers will have a IPC meeting before 10/01/2013

2. All teachers will be observed beyond the minimum requirements of their selection before April 30, 2014

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

1. Teacher Support meetings will be held each Thursday throughout the school year

2. Individual meetings will be held bi-weekly throughout the year

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

- 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;

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

Budget and Resource Alignment

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

x	Tax Levy	Title IA	Title IIA	Title III	x	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

NA

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III		Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

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	Additional Periods scheduled	All students entering HS below standards are scheduled for 2 periods a day in ELA	During the school day or Saturday
Mathematics	Additional Periods scheduled	All students entering HS below standards are scheduled for 2 periods a day in Math	During the school day or Saturday
Science	Targeted Tutoring	Students who have failed to meet standards or who are in danger of not meeting standards are targeted for lunchtime and Saturday tutoring	During the school day or Saturday
Social Studies	Global Prep US History Prep	A one semester course for students who have not met standards by achieving a passing score on the Regents exam	During the school day or Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk counselor assigned	Weekly group meetings	During the school day or Saturday

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

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
All current teachers are highly qualified and our hiring and PD Committee will work to support that all staff remain up to date and implement effective strategies to assist all of our students In addition, we canvas extensively and seek to hire the best available candidates possible. As part of our process, all teachers participate in phone interviews, group panel interviews and demonstration lessons.

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 teachers participate in weekly PD with their assigned Teacher Support Team. In addition, several staff members participate in Lead Teacher PD through our CFN

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.).
The coordination of funds – including all Title 1 and other grants – are made to support the academic and social initiatives of the school and the NYCDOE. These include programs to support students who have yet to achieve standards, students with poor attendance and services for students in Temporary Housing.

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.).
NA

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.
A school wide committee was selected by their peers to offer guidance in choosing assessments. In addition, we have adopted a school-wide grading policy.

TA Schools Only

Use of Program Resources

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

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).
NA

Williamsburg Preparatory School Parent Involvement Policy

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

Williamsburg Preparatory 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:

- Williamsburg Preparatory 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;
- Williamsburg Preparatory School will 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;
- Williamsburg Preparatory School will 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;
- Williamsburg Preparatory School will 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;

- Williamsburg Preparatory School will 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.;
- Williamsburg Preparatory School will 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;
- Williamsburg Preparatory School will 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;
- Williamsburg Preparatory School will 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;
- Williamsburg Preparatory School will 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;
- Williamsburg Preparatory School will translate all critical school documents and provide interpretation during meetings and events as needed;
- Williamsburg Preparatory School will 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;

Williamsburg Preparatory 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

Williamsburg Preparatory 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

We will 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;

We will 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;

We will 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;

We will provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 14	Borough Brooklyn	School Number 561
School Name Williamsburg Prep High School		

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 Michael Shadrick	Assistant Principal Joseph Termini
Coach type here	Coach N/A
ESL Teacher Lauren Giunta	Guidance Counselor Michael Wilder
Teacher/Subject Area Alison Cohen/ESL/English	Parent Tonia Hucey
Teacher/Subject Area Kelly Witkowski	Parent Coordinator Lisa Staszewski
Related Service Provider type here	Other Eileen Bell
Network Leader(Only if working with the LAP team) Nathan Dudley	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.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	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	0	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	675	Total number of ELLs	16	ELLs as share of total student population (%)	2.37%
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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										5	3	4	4	16
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	5	3	4	4	16

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	2
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	7

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	5	1		4		1	7	1	1	16
Total	5	1	0	4	0	1	7	1	1	16

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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										4	2	3	4	13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish												1		1
Albanian														0
Other											1			1
TOTAL	0	0	0	0	0	0	0	0	0	5	3	4	4	16

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)												1	1	2

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
Advanced (A)										3	2	1	3	9
Total	0	0	0	0	0	0	0	0	0	4	2	2	4	12

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA 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									0
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									0
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	4	0	3	0
Integrated Algebra	4	0	2	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	1	0	0	0
Living Environment	1	0	0	0
Physics	0	0	0	0
Global History and Geography	4	1	1	0
US History and Government	3	1	1	1
Foreign Language	1	0	1	0
Other	0	00		
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.

Our current assessment tools are created in house utilizing collaboration of the ESL coordinator, ELA teachers and Spanish or bilingual staff if applicable. This information can help set an instructional plan for content teachers. We utilize texts, passages and math diagnostics of several levels as part of our intake process to assess literacy.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Most intermediate and advanced ELLs are proficient in speaking and listening and score lower on reading or writing. This reveals that speaking and listening comes easier for our current population and that those skills can be utilized to create higher modalities in writing or reading. Many of our ELLs are in smaller ELA classes or double periods with a co teacher depending on their grade level.
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](#))

Paste response to question here:

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?

a. There really is not enough data to determine a pattern. We have a fairly small number of ELL students overall (16). Because only a small number of those students sit for a regents on any given administration it is hard to determine a pattern. But we seem to have an equal level of success between students who take the exam in English versus students who take the exam in Spanish. All students are provided both English and Spanish versions of the exam whether they take it in English or Spanish.

b. We have utilized our own interim assessments for each core subject to help determine skill level and necessary remediation. Teachers administer interim assessments quarterly and utilize data to reteach and cycle back to content and skills as necessary.

c. We are learning that academic vocabulary acquisition has been an obstacle for many of our ELL students. Native language supports is given in the form of glossary use during assignments and assessments. Teachers provide alternate language texts and directions utilizing online translating tools.

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL coordinator ensures that all content teachers, guidance and support staff have access to each ELL's profile. Inside this profile, which is, a document constructed in the beginning of the year displays the students years in service and their modality scores. Teachers allow ELLs extended time on exams, AIS and read the directions or allow them to 'speak' their answers so a scribe/teacher may document it at times. The ESL coordinator is in constant communicate with content teachers and ESL students to ensure their needs are met in the classroom.

In addition, all teachers have access to JupiterGrades which allows teachers to see students profile and language level and needs. The students' NYSESLAT language levels are present on this site. JupiterGrades is an inhouse computer site that the whole staff has access to. The ESL coordinator updates and maintains this information after she reviews the new NYSESLAT scores in October and administers the LAB-R to new ELLs. The teachers use this data to inform their instruction in regards to language development.

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?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We measure our success based on student performance and grades within their scheduled courses, credits accumulated and on students performance on required New York State Regents exams as well as performance on the NYSESLAT.

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](#).)

The ELL identification process has many parts. All new students who enter our school are met first by the Parent Coordinator, Lisa S. If students are new to the DOE or new to the country, Lisa S. will call Ms. Giunta to perform the ELL identification process. The first step is the HLIS. The Home Language Identification Survey (HLIS) is filled out only once by the student's parent/guardian when the student is first enrolled in the New York City public school system. On the HLIS form, parents/guardians answer questions about which language the student speaks in different places/situations. The HLIS is printed in whatever language is necessary. The HLIS is always given to the parent by an ESL pedagogical. The survey has many parts, but when a parent checks other as a language spoken at home that is not English more steps take place.

If the parent/guardian checked "Other" for at least one box in the first section (questions 1-4) AND at least two boxes in the second section (questions 5-8), then the student is considered to have a home language other than English and must legally be tested with the Language Assessment Battery Revised (LAB-R).

To finish filling out the HLIS form for all students new to the NYC public school system, fill in the section that says OTEL code to indicate the student's home language. If the student is not eligible for LAB-R testing write "NO" to indicate that English is his or her home language. If the student has a home language other than English, and is therefore eligible for LAB-R testing, then she writes the code that corresponds to the student's home language ("SP" is used for Spanish, and other codes can be looked up in ATS).

Next, someone from the school (preferably the ESL coordinator or an administrator most likely Ms. Giunta) must sign off on the form. It may be easier to do this step after students have been LAB-R tested so that you know whether they are proficient in English or eligible for ESL services.

If the students are not eligible for LAB-R testing, that box is checked. If the student is eligible for LAB-R testing, that box is checked for eligible. For example, mark "ESL" for students receiving ESL services, or mark "Neither" if the student was tested but passed the LAB-R. The form is signed dated and kept on record by the Parent Coordinator and Pupil Accounting Secretary. The files are kept with other ESL administrative files.

The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. The test is administered individually and can take anywhere from 5 minutes to over an hour (particularly for students in grades 2 and up who have to take listening, speaking, reading and writing tests). Students who need to take the LAB-R must be tested within 10 days of enrolling at our school.

Ms. Giunta, the ESL coordinator grades the exams using an answer key. She uses the score chart to see what level the student is.

The cut score chart tells if the student scored at the beginning/intermediate or advanced level, making them eligible for ESL services. If the student's score is higher than the range for the advanced level, the student is considered proficient in English and is ineligible for ESL services.

For all students whose home language is Spanish, we administer the Spanish LAB-R to determine the student's proficiency in Spanish.

She then checks that the student's biographical information filled out on the front of the LAB-R answer document because all answer documents (English and Spanish) must be delivered to the ISC. She keeps a photocopy of their scores so she has record of them before they go to ISC..

Parents are informed within the 10 days that their child is eligible for ESL services. They are invited to an orientation about ESL and its benefits. This orientation is conducted by Ms. Giunta in the native language of the parents. She will utilize translation services when needed. The parents can watch the EPIC kit DVD and receive data on the benefits of ESL and bilingual instruction for students. All brochures are translated materials. We have a powerpoint and large screen to display the videos. If parents do prefer a bilingual, dual language program we provide them with information on schools that offer that. Once parents are informed about our current ESL program we integrate information about our curriculum here at the school. We also provide parents with web resources from the EPIC kit.

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.
We make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting the forms that indicate the parent's program choice for their child. By law, schools must provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice, coupled with program availability, determines program placement for ELLs. The forms that the ESL coordinator, Ms. Giunta uses are Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter, Non Entitlement Letter, Continued Entitlement Letter . These forms are sent out at the required times. Non Entitlement/Transition Letter . We have not had any parents choose a bilingual program yet but if we have the mandated 14 parents we have access to a bilingual teacher, Ms. Torress and Ms. Nunez to start it. Joanne Colmone, our pupil accounting secretary maintains the forms in the students files and keeps those records while they are in school.
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 [\[see tool kit\]](#).)
We print Entitlement Letters to inform families that their student was tested using the LAB-R and determined to be an ELL. Once a family is informed they are invited for an orientation to inform them of the current ESL program. We also send out Non-Entitlement letters to parents whose child was tested but they are ineligible for ESL. Students who are enrolled in ESL and are still eligible according to their NYSESLAT scores will have continued entitlement letters sent home. Once students score proficient on the NYSESLAT their parents will receive a Transition Letter. This letter informs parents that students no longer are eligible for ESL services. All letters can be printed out on the DOE website in several languages. The parent coordinator and ESL coordinator combine efforts to keep record of which families get which letters each year. This is accomplished by making a record of which families get which letters, making photocopies of every letter we send out, having parents return signed letters, or having parents sign a list as they receive the letter.
ATS reports are a constant source of information for the ESL coordinator, Lauren Giunta to identify ELLs. Once the ATS information about the NYSESLAT is available there are a few reports that she prints out. One report is the test history report (ATS code REXH) which lists every student's scores for any city or state test they have taken. There is also a report called the RLAT which provides her with a list of all ESL eligible students.

For the test history report, look to see which students have a "LAT" score for the current year. If a student has a "LAT" score it means he or she took the NYSESLAT, and the letters and digits next to the "LAT" tell you the last time the student took the test.

For example, "SP09" means the student took the NYSESLAT in the spring of 2009. Across from the LAT listing is a letter that tells you the final decision for the student's level of English Proficiency. The letters you may see include:

- B (which means beginner);
- I (which means intermediate);
- A (which means advanced); or
- P (which means proficient).

Students whose most recent score lists a B, I, or A are your "current" ELLs and need services for the year. Students who have a "P" are considered proficient and are no longer required to receive ESL services. Students who are new to the system and have not taken the NYSESLAT will not be on this report but if they are eligible for ESL services will continue to receive them.

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.
Because we always had less than 20 total ESL students in our school we have never had to create a bilingual program. One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. The ESL Coordinator, Ms. Giunta will create a bilingual program with the administration if the demand is there. Outreach will be made through our bilingual parent coordinators, Lisa S and Marisol Nunez for our Spanish Speaking Parents. The parents will join a workshop and be involved in the creation of the program.
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 Coordinator programs all ELLs for the exam in April. She notifies parents of the student via letter mailed home and also distributes the notification to each student in person. She coordinates a space with the Testing Coordinator, Joe Termini. The test is administered over the course of 2 days with a third day built in for makeups. Any pull out students can take portions of the test during those times. Push in students take the test during their push in period. A group of Junior and Senior ELL's who are scheduled for a small English class with another ESL certified teacher, Ms. Cohen, take the exam in that class. Students prepare for the test during ESL AIS or classtime. Students who are eligible for the NYSESLAT are currently placed in ELA classes taught by an ESL pedagogue, Ms. Cohen.
The testing coordinator and Ms. Giunta utilize the entire week to package, coordinate and administer the test although the test is a 2 day exam in our school. The students receive a pizza lunch since they are missing classes and lunch that day.
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. 
One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. The ESL Coordinator, Ms. Giunta will create a bilingual program with the administration if the demand is there. Outreach will be made through our bilingual parent coordinators, Lisa S and Marisol Nunez for our Spanish Speaking Parents. The parents will join a workshop and be involved in the creation of the program.

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])?

Instructional Delivery Organizational Models: Williamsburg Preparatory High School implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas. We currently have 1 ELA/ESL pedagogue who teaches ESL/ELA to 11, 10 graders as well as push in ELA class for 9th graders. The ESL students are clustered together and move in blocks to ensure that they are always in a class with an ESL co teacher or additional support in some way for the content area classes. The Regents based classes all have a co teacher and every ELL is programmed in a Regents based class with a co teacher or ESL pedagogue. ESL students receive AIS on lunch periods from an ESL teacher. Though ESL students are clustered they are in a heterogeneous mixing of general ed. and special ed at times. Most classes are mono-grade but some classes such as ELA Regents or Global Regents classes are mixed grades as well. These classes all have less than 20 students per class to ensure the struggling students receive assistance.

The primary goals of this program is as follows:

- To amplify the literacy and academic skills of ELLs who participate.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas. Freestanding English as a Second Language Program.

In the Freestanding ESL component we have students, from grades 9-12. They range from Beginner, Intermediate, and Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ESL/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that the ESL teacher can meet the needs of the targeted group during push in classes.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.
- The pull out model is used mostly with newcomers and beginners for social and language enrichment. Pull out ESL classes are created and implemented to support academic as well as social language acquisition. These classes are scheduled during lunch, physical education or electives. The school is careful never to pull students out of classes more than twice a week from the same course. It is important that newcomers as well as all ELLs are acclimated to our school culture and that means being inclusive and remaining in classes with their peers.
- At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs.

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)?

Beginning students receive 540 minutes per week, Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week. Subgroups: Differentiate Instruction Within the ELL population, there are sub-populations that require differentiated instructional approaches to make content comprehensible and enrich language development. These sub-populations include, SIFE, Newcomers, Long-Term ELLs, ELLs receiving 4-6 years of service and ELLs with Special Needs. At our school, we have instructional models targeted to serve each sub-groups' needs. As mentioned above, Ms. Cohen teaches Juniors and Seniors an English Language Arts/ESL class in small group instruction. This class is designed to prepare students for the English Regents as well as develop language acquisition and meets five days per week for 50 minute periods. Ms. Giunta pulls students out and based on the subject needs of the student. She also pushes into classes to assist students within the academic classroom. She keeps track of the amount of time she works with each students in order to ensure they receive the appropriate amount of support.

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.

Our school utilizes a cotecher model in most ELL classrooms with the exception of some ELA courses taught by an ELL pedagogue. All classes are taught in English and instructional approaches such as utilizing prior knowledge and sheltered instruction are executed by the teachers. We currently have 3 A.Ps with teams of at least 10 teachers they work with to ensure the Common Core learning standards are developed and utilized by teachers. These teams meet once a week in a larger group and biweekly

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- We cycle the pull-out groups according to student needs.
- We use buddy systems within the content area for an exchange of ideas and skills in Native Language and English.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension. ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students.

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

To ensure that ELLs are appropriately evaluated in their native language, teachers maintain writing samples, running records, and allow students to respond in their native language both in verbal and written responses. Students work is maintained by teachers in their records. These records differ from teacher to teacher but may look like files or portfolio binders. Teachers share these samples across content area as well as across grade level as students move up into upper grades. We also enroll all native Spanish speakers in Spanish class at their level. We offer beginner to Advanced Placement classes. Many times our Spanish Speaking ELLs are not fully literate in their native language therefore require more native language arts. Our Spanish program features creative writing, literature and culture study to ensure there is a holistic native language approach. For our Polish and Arabic speakers we do not offer foreign language classes but do maintain a age appropriate dual language library where students can choose books in their native language for enrichment. As far as evaluation in Polish and Arabic we are working on an efficient way to do this. Most of our Polish and Arabic ELLs are Advanced and are not SIFES so additional support in native language has been more vital for our Spanish speakers.

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

100% of teachers teach to all 4 modalities for all content areas. ELL students are receiving these services both in the general education classes in which they are programmed as well as in their pull out or push in classes. All humanities classes utilize reading and writing within every lesson. As a school we have been explicitly working on building student discussion in the classroom through weekly professional development. Teachers have been implementing techniques for developing academic conversations within the class and have been intervisiting each other to give and receive feedback with peers. English teachers specifically work on developing the listening modality in preparation for the listening passage on the English Regents. Our ESL

teachers, Ms. Giunta and Ms. Cohen, work with students and assess students within all 4 modalities during their sessions.

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).

The plan is as follows: a. SIFE: Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many of our SIFEs have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFEs are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFEs, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFEs. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. NEWCOMERS: Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share the same native language or home country.

c. ELLS receiving 4-6 years: These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.

d. LONG TERM ELLS: 6 years or more. Long term ELLs need instructional plans. Their classed should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs of ELL students utilizing running records, writing samples and assistance from foreign language teachers. An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.

e. Former ELLS: Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient. Programming and Scheduling Information:

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?

The school must first target ELLs who are X-Coded and/or have IEPs by analyzing data on ATS and on SESIS. This data should be re-assessed to align the educational program with the student's current progress. Involve Parents in program determination. Conduct meetings with a team consisting of Special Ed. Pedagogues, ESL teachers and Psychologists to determine the most beneficial educational plan for ELLs with Special Needs. Involve parents in all decisions made by counsel and utilize input of family. Use translators when applicable.

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 receive programs based on their individual needs. Students are offered classes which include ICT model, pull out or small group instruction for subjects in which these students have the highest needs by both Special Education certified teachers and ESL certified teachers. Both an IEP coordinator and ESL coordinator monitor the student's progress to ascertain that the schedule which the student follows is the most beneficial and least restrictive. ELL students with IEPs receive regular counseling from Guidance counselors and advisers. The ESL and IEP coordinators communicate regularly regarding these students.

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

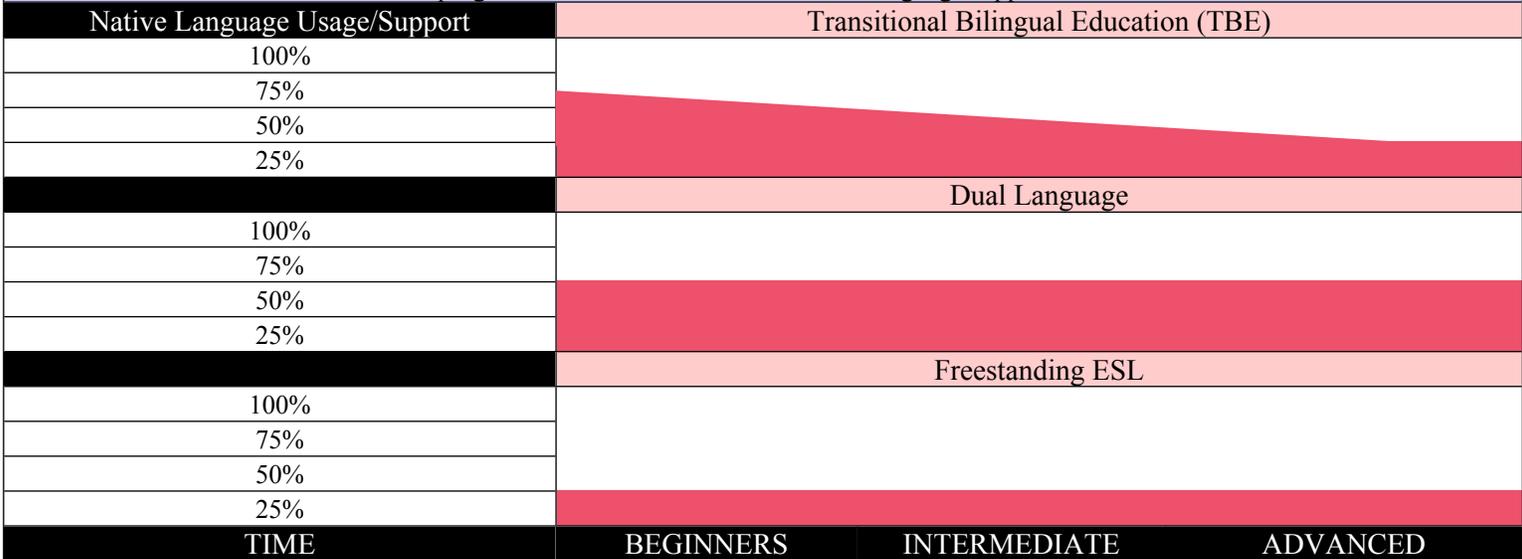
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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 school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan. In addition to AIS classes, test accommodation training and counseling (i.e. dictionary and glossary workshops, pre-testing in native language) for all ELL subgroups before Regents exams to ensure student can utilize services. Native Language glossaries and accommodations for all ELL subgroups are available. Daily Math and literacy small group instruction classes for all subgroups to maintain grade level proficiency in content area. The school will continue to target Long-Term, SIFE and 4-6 year ELLs who are at-risk for drop out and create a monitoring system using a team of pedagogues and counselors to intervene. We will create peer groups that target individual needs of students via AIS.

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods. In addition, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science co-teachers who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods. Both of these in-class tutors have extensive backgrounds in science. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science teachers, as well as volunteer students proficient in science. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Saturdays leading up to the science Regents exams in January and June.

Because most of our ELL's come to us with significant deficits in reading/writing, we provide double period ELA classes in a ICT setting for all 9th and 10th grade ELL students. In addition, After-school and lunch tutoring is provided to assist students with basic skills and to provide additional time and/or remediation. Finally, all students are encouraged to participate in Saturday School activities in the weeks immediately preceding the January and June Regents exams.

Paste response to questions here:

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

As of last year we have had 5 students who have tested proficient on the NYSESLAT out of a total of 22 students who were coded ESL. In our graduating class 5 out of 7 students graduated with NY State Regents Diplomas.

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

We are planning on extending our current program with an emphasis on science which is an area in which our ELLs have had the least success.

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

We are not discontinuing any programs.

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

ELLs have access to all the programs that are mentioned in our answer to question 9. Our ESL coordinator ensures that our ELL population and their families are made aware of opportunities offered at our school both via written and telephone outreach.

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

Instructional Materials: As our ELL population increases, we are reflecting on creating a class of heterogeneous native Spanish speakers, consisting of ELLs and non-ELLs. This NLA arts class would be taught by one of our bilingual staff members. The instructional materials used in NLA would consist of bilingual and native language texts. Our ESL teacher is currently training herself and her students to use Rosetta Stone language technology. ESL students from every sub-population use a BBC ESL, podcasts and translator programs in to balance between literacy in native and second language. The Freestanding ESL program

does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

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

Currently our only program model is ESL. Some of the ways in which we provide native language supports are listed below:

- The ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries. Supplementary Programs

Attanasio and Associates Getting Ready for the New NYSESLAT New York State Coach: ELA New York State Coach: Mathematics

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

Students receive push-in and pull out services around the same curricula that are provided to our general education students. ELLs utilize the same texts and are prepared for Regents Exams just as our other students are.

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.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
- Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.
- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

18. What language electives are offered to ELLs?

Spanish year 2, year 3 and AP Spanish.

19. For schools with dual language programs:

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

At this time, we do not have a dual language program.

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.

Professional Development and Support for School Staff Our ESL teacher/coordinator, school administrators and our teaching staff receives ongoing professional development via programs such as the Office of English Language Learners, Children's First Network and Integrated Support Services to maintain consistency in ESL education as well as up to date compliance procedures. Often the ESL teacher will conduct mini workshops for the staff based off the information learned at the aforementioned workshops. Some additional professional development activity in our school is as follows:

Professional development curriculum in 2013-14 is focused on professional learning communities using the strategies outlined in the books, Core Six by Silver, Dewing and Perini and Focus by Schmoker. These books provide teachers with materials and resources about a particular skills, such as inferencing and synthesizing, and assist with creating lesson activities aligned to the National Common Core Learning Standards. These PD sessions occur in two formats. First we have divided our entire staff into 3 Teacher Support Teams. Each team is led by one of the Assistant Principals (Joe Termini, Jason Raymond or Amy Murphy). These teams meet weekly in order to help teacher acquire and implement various teaching techniques. Teachers meet as a staff for PD after school for an hour twice a month. Our ESL coordinator has already attended the LAP training this past October at the Patrides Learning Campus in Staten Island. She will also be attending the "Lead with Languages" PD on February 3rd, 2014.

- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided by Nathan Dudley's Children First Network.

- The staff has attended professional development activities created by our ESL teacher about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.

- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.

- Our ESL teacher and Assistant Principal have received LAP, EPIC training. We create the following programs in an effort to assist our ELL students as they transition from middle to high school.

- Summer Bridge Program

- Advisory with their ESL teachers To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.aste response to questions here:

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?

Parent Involvement in our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups 2 times a year (September and February) with translation services in Spanish.
- Parent Surveys are provided in the native language of the student's families.
- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Jupitergrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls which can be translated into Spanish, French, and Polish. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls is made daily.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture. Personalized JupiterGrades tutoring is offered at every Parent Teacher Night and major school gatherings as well as 2 times a year at PTA Meetings. Our school does partner up with Community Based Organizations, such as the Arab-American Family Service Group, El Puente and the Greenpoint YMCA. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families through our advisory program is encouraged. The ESL teacher also continually reaches out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.
ste response to questions here.
Our Spanish teacher, Ms. Nunez-Garcia has become our community outreach liason for Spanish speaking families. In this capacity Ms. Nunez-Garcia offers a parent orientation aimed specifically at these parents to introduce parents to our school, the learning expectations around the shift to the Common Core, and an overview of the schedule for each grade level. She provides translation services and helps our ESL families to access Jupite Grades and other online resources.

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:

Part VI: LAP Assurances

School Name: Williamsburg Prep HS

School DBN: 14K561

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Shadrick	Principal		10/29/13
Joseph Termini	Assistant Principal		10/29/13
Lisa Staszewski	Parent Coordinator		10/29/13
Lauren Giunta	ESL Teacher		10/29/13
Tonia Hucey	Parent		10/31/13
Jared Bezzant	Teacher/Subject Area		10/31/13
Nardy Torress	Teacher/Subject Area		10/31/13
n/a	Coach		1/1/01
n/a	Coach		1/1/01
Eileen Bell	Guidance Counselor		10/31/13
Nathan Dudley	Network Leader		10/31/13
John LoSasso	Other <u>Dean</u>		10/31/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **14K561** School Name: **Williamsburg Prep HS**

Cluster: **4** Network: **CFN 403**

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.

We collect data about parent language preference from ATS. For students who are new to the DOE, we collect information through the home language survey and initial interview.

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.

Though over 50% of our students' households contain a parent who only speaks and writes in Spanish, the vast majority of these households contain one parent or another relative who does speak and read English. We have 15 households who prefer Polish, 6 Households who prefer Arabic, 1 Tibetan, 1 Chinese, 1 Vietnamese, 1 Slavic, 1 Twi, 1 Haitian Creole and 1 Urdu.

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.

We of course provide households with translated documents that are provided by the DOE. We also provide written translation services for our own documents that are distribute to families. Our Spanish teacher, Ms. Nunez-Garcia provides that service for us.

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

Oral translation services are provided in Spanish by a number of professionals in our school. We have 3 Spanish language teachers who provide these services, our Assistant Principal, Amy Murphy, who is certified in Spanish language also provides these services as well as a number of staff members who speak Spanish. One of our secretaries speaks Polish fluently and helps us to provide oral interpretation when needed.

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>.

We post translation availability signs in our main office because any parent who is visiting the school must first sign -in in the main office. We have backpacked the Parent Bill of Rights letter in the appropriate language.