



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** WEST PREP ACADEMY  
**DBN (i.e. 01M001):** 03M421  
**Principal:** ROBERTO PADILLA  
**Principal Email:** RPADILL@SCHOOLS.NYC.GOV  
**Superintendent:** ILENE ALTCHUL  
**Network Leader:** MICHAEL ALCOFF

### 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
Roberto Padilla	*Principal or Designee	
Stephanie Ortiz	*UFT Chapter Leader or Designee	
Carmen Quonones	*PA/PTA President or Designated Co-President	
Rafael Perez	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Tara Fulgram	Member/ Parent	
Yemani Vasquez	Member/ Parent	
Nicole Campanali	Member/ Teacher	
Melissa Martinez	Member/ Teacher	
Joanne Ferrer	Member/ Parent	
Suhaydee Ramirez	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### **All Schools**

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

### School Information Sheet for 03M421

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	214	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	2	# SETSS	1	# Integrated Collaborative Teaching	6
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	8	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	68.3%	% Attendance Rate		91.0%	
% Free Lunch	100.0%	% Reduced Lunch		0.0%	
% Limited English Proficient	9.2%	% Students with Disabilities		24.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		50.8%	
% Hispanic or Latino	42.1%	% Asian or Native Hawaiian/Pacific Islander		2.6%	
% White	4.6%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	1.73	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	6.3%	% Teaching Out of Certification		20.3%	
% Teaching with Fewer Than 3 Years of Experience	56.3%	Average Teacher Absences		6.4	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.1%	Mathematics Performance at levels 3 & 4		8.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		26.1%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

#### Accountability Status – High Schools

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

## SCEP Overview

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

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

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The strengths of the 12-13 SCEP were the specific focal points for improvement. Based on sound research on extended learning time and the impact of teacher collaboration, we targeted these areas to improve teachers' instructional planning to enact a new common core aligned ELA/Math curricula.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
The new curricula is complex and does not make it clear how to address instructional gaps especially for students in the lowest third city/school wide, sped population and ELLs.			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Citizen Schools was our extended learning time provider. While students greatly benefited from the rich apprenticeships with Google and several of Fortune 500 companies, the instructional program and personell of Citizen Schools was not rigorous and often not thorough.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
We supplemented the instructional program with non Citizen School teachers. All other components of the 12-13 SCEP was successfully implemented.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	x	<b>Yes</b>	<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	<b>Yes</b>	<b>No</b>

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
We are a small school with a limited number of personell with a school where almost every student is at risk. Therefore, an anticipated challenge centers on how many students can we effectively			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
Our students in sub-groups are in the 75% percentile In ELA and math for progress, but 0% for performance (3/4). Our academic target will be 3% for performance and stay at our current levels			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
School leaders will communicate with school staff and overall community during Student Led Conferences, monthly newsletter, and townhalls. Additionally, grade level and department meetings will also serve as forums for communicating scep progress.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
If students are regularly engaged in rigorous learning tasks and asked to show their thinking, then they will perform better on formative and summative assessments.			
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>			
We will increase the number of students who will receive AIS services during the day by flexibility programming teachers and assistant principals. Moreover, we will offer ELA/Math intenstives after school and on Saturdays. A new early warnings indicator system (Belfanz) will be implemented to identify and immediately support students who are off track course passage and for high school graduation. For our ELLs, we will implement Imagine Learning which provides scaffolded learning based on students' level as well as provide academic vocabulary (Common Core Literacy Shift).			
<b>List the key elements and other unique characteristics of your school's SCEP.</b>			
All subgroups are addressed; assistant principals will be part of the intervention; extended learning time continues to be a strong elements of addressing students needs; systematic identification of off-track students (Belfanz)			
<b>Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.</b>			
We will conduct quarterly data reviews; monitor student progress during 6 week cycles; and improvement plans will be adjusted based on data.			

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).			
The school engages in a robust system of a data analysis, and uses this information to customize professional development for teachers. There is a wide variety of these opportunities for teachers. However, the process used by administration to monitor the effectiveness of teacher learning does not yet focus accessing the coherent work of the teams across the school. Nor does the administration evaluate the effectiveness of how teacher observation data is being used. Thus, administration has a partial understanding of the decisions made to ensure high quality professional learning experiences for staff.			
<b>Review Type:</b>	QR	<b>Year:</b>	2013
<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Effective

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>x</b>	<b>2.2 School leader’s vision</b>		<b>2.3 Systems and structures for school development</b>
	<b>2.4 School leader’s use of resources</b>	<b>x</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By the end of the school year, 100% of teachers will post their units of study on Rubicon Atlas (curriculum management software). Conferences will be held with a supervisor before the launch with each unit. Units will be analyzed against power common core standards (Argumentative and informational writing standards). All units will be assessed for 100% alignment to CCSS.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. ELA units will address instructional shifts (academic vocabulary, etc) 2. Math units will address instructional shifts (math fluency, etc.)
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Peer Instructional Coaches 2. Demonstration teachers 3. Assistant Principals
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. 50% of staff will improve from developing to effective in domain 1 (planning & preparation = unit planning) 2. Peer instructional coaches will meet with 100% of teachers throughout the year to facilitate one on one professional development support in the area of domain 1
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Unit planning and conferencing will begin during the month of July and continue every 7 weeks during the school year until June 2014
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Per session rate (summer & school year) \$42 x 15 teachers x 6 hours = \$3780

### **Budget and Resource Alignment**

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

## Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

### Major Recommendation

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

Broaden use of assessments to develop clear understanding of specific areas of need within literacy in order to address the learning needs of all students. (2.1)

<b>Review Type:</b>	QR	<b>Year:</b>	2012-13	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	Effective
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### Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>	<b>x</b>	<b>3.5 Use of data and action planning</b>

### Annual Goal #2

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

Establish data driven structures for organizational and instructional success. By June 2014, WPA teachers will complete 4 data cycles (summatives assessments with reteaching plans. Priority area will be ELA courses.)

### Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
1. During RTI Tuesdays, grade teams will identify students in need of AIS, monitor students who are receiving AIS for continuation/discontinuation.
  2. Design curriculum maps with targeted units, assessment weeks, & reteaching weeks
- B. Key personnel and other resources used to implement each strategy/activity**
1. Grade Team Leaders
  2. Department chairs/Instructional Coaches
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. After each unit, teachers will hold a data meeting with instructional coach and/or administration to review and reflect on student data.
  2. By January 2014, intervention groups will be adjusted based on data monitoring.
- D. Timeline for implementation and completion including start and end dates**
1. September 2013 – June 2013
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Professional planning periods
  2. Per session rate for teachers and admin to meet after school (\$42 x 15 teachers x 4 hours = \$2520)

### Budget and Resource Alignment

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

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

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

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

## Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

### Major Recommendation

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

Use more comprehensive streams to map professional development needs with existing teacher capacity in order to fully evaluate the effectiveness and impact of these activities

<b>Review Type:</b> QR	<b>Year:</b> 2012	<b>Page Number:</b> 6	<b>HEDI Rating:</b> Effective
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### Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>x</b>	<b>4.2 Instructional practices and strategies</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>4.5 Use of data, instructional practices and student learning</b>

### Annual Goal #3

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

100% of teachers by June 2014, will collaborate with, observe, and plan with the new Peer Instructional Coaches (PIC) & Demonstration Teachers (DT). Each teacher will engage in two cycles of CCI (cycle of continuous improvement). The two cycles will consist of Learning Lab & Instructional Rounds.

### Instructional Strategies/Activities

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

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

1. Cycles of PICs & DTs co-observing and planning; norming feedback
2. Map out CCI cycles & who participates when throughout the year
3. Administration engage in learning celebrations at the end of each CCI cycle
4. PICs & DTs attend citywide Danielson PDs throughout the year.

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

1. Teacher Incentive Fund Coach - Marissa
2. Talent Management Coach – Fareed Major
3. Advance ambassador – Rabin

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

1. Each teacher will receive double the feedback they received last year
2. Every observation (informal & Formal) will include a face to face post conference WITH written feedback

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

1. July 2013 – June 2014

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

1. PICs only have 2 periods a day of teaching so they can be freed up to coach
2. PICs and DTs get release time to attend mandatory citywide Danielson trainings.
3. Per session for after school planning & coaching: (\$42 x 10 teachers x 25 hours = \$10500)

### Budget and Resource Alignment

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

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

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

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

### Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

**Major Recommendation**

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

As evidence by the school's learning environment survey, 57% of teachers felt that the school did not teach students social and emotional skills needed in school.

<b>Review Type:</b>	Learning Environment survey	<b>Year:</b>	2013	<b>Page Number:</b>	14	<b>HEDI Rating:</b>	n/a
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

By October 2013, the school will fully implement RULER (social – emotional) practice. By January 2014, the school will also implement an early warning indicators system (Belfanz) to identify students who are not on track for high school graduation, provide counselors and AIS services to get them back on track.

**Instructional Strategies/Activities**

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

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

1. Send staff members to Yale University for Ruler training during the summer
2. Use the first 10 minutes every day to have students plot their feelings on the mood meter
3. Include an additional advisory block with the sole focus on social – emotional learning

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

1. Assistant Principal
2. Classroom teachers

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

1. 100% of classes fully implementing RULER
2. 100% of students contributing to the construction of the classroom charter

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

1. August 2013 – June 2014

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

1. Add a 1 hour advisory block for social – emotional learning in the program
2. Purchase Ruler materials for the classrooms and office. (\$500)
3. 6 week social-emotional celebrations – cultural outings for students and staff members using RULER with fidelity

**Budget and Resource Alignment**

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

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

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

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

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review

type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Based on our learning environment survey data, MS 421 has taken some critical, healthy steps for parent engagement. We will strengthen our communication with parents by designing a new website and smartphone app.							
<b>Review Type:</b>	Learning Environment Survey	<b>Year:</b>	2013	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	n/a

**Tenet 6: Family and Community Engagement**

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>x</b>	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.  
 By June 2014, a new website will be developed so parents can access critical information about the school more easily as well as codevelop a smart phone app with parents.

**Strategies to Increase Parental Involvement and Engagement**

- Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
- A. Strategies/activities that encompass the needs of identified subgroups**
    1. Partner with ParenLink – smart phone applications
    2. Include parents on the smart phone design team
    3. Conduct interviews with parents about the best/preferred ways to stay connected to the school
  - B. Key personnel and other resources used to implement each strategy/activity**
    1. Magnet specialist
  - C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
    1. By December 2013, we have a soft launch of the West Prep smart phone app
    2. At least 10 parents will be included on the design and research phases of the website/phone app development
  - D. Timeline for implementation and completion including start and end dates**
    1. October 2013 – June 2014
  - E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
    1. Partner with ParentLink: \$6500 (3 year platform rights with technical support)

**Budget and Resource Alignment**

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

### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Expeditionary Learning – independent level	Small group and/or one to one tutoring	Day time/after school/Saturday
<b>Mathematics</b>	Scholastic Do the math Now (middle school module)	Small group and/or one to one tutoring	Day time/after school/Saturday
<b>Science</b>	Science Enrichment	Small group	After school
<b>Social Studies</b>	Social Studies enrichment	Small group	After school/Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Advisory teachers: AIS; social – emotional support; academic advisement	Small group/one on one tutoring	Day time

**Title I Information Page (TIP)  
For School 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.			
<b>School Wide Program (SWP)</b>	<b>x</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.

- We use our Circular 6 period for professional development. Teachers are engaged in PD 5 days a week. Three days they are in grade team meetings and twice a week they are in dept meetings. These sessions are focused, there is a lesson plan created by the facilitator, and productive.
- Coaches are developed at Harvard Institute, through the Teacher Leadership Program and Network PD. They facilitate some of our department meetings.
- Teachers visit one another's classrooms in cycles and provide feedback, aligned to the Danielson framework.
- Administrators and coaches perform mini-observations daily and provide verbal and written feedback to teachers within 24 hours of their observation.
- Teacher leaders and administrators have a weekly cabinet meeting and use the 'consultancy protocol' to ensure that we all continue to develop and offer best practices.
- We developed a math professional development series with 10 collaborating schools and our AUSSIE consultant. All of our math teachers will attend 3 math workshops with teachers from the other schools that are grade specific. They learn the math content and also plan for how to teach an upcoming unit of study. This has allowed our math teachers to form a network and to have access to at least 10 people who teach the same grade and content as they do.

**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).

See above

**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 ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our administrative cabinet holds a weekly budget meeting to ensure that funds are being used to meet the needs of all of our students. At these budget meetings we analyze our programs, the impact of those programs on student learning and the budget requirements of the programs. Adjustments are made if a program is not meeting established goals. At weekly Student Intervention Team meetings and monthly Attendance Committee meetings, we identify students who are at-risk based upon STH, behavior and emotional needs, chronic absenteeism, school adjustment issues, etc and ensure that funding that is set aside to support the addressing of student needs is utilized.

**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.).

**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.

## TA Schools Only

### **Use of Program Resources**

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

The TA program resources assist participating children meet proficiency through our targeted interventions, including: Do the Math, Expeditionary Learning (adapted from lower grades), Saturday academy, afterschool intervention groups, reteach weeks, and Wilson.

### **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).

Student work and data is looked at on a regular and ongoing basis, thus informing which students are progressing, how the targeted interventions are working, and what additional interventions are necessary for specific students.

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

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);



**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 <b>03</b>	Borough <b>Manhattan</b>	School Number <b>421</b>
School Name <b>West Prep Academy</b>		

### 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 <b>Roberto Padilla</b>	Assistant Principal <b>Carland Washington</b>
Coach <b>Melanie Lofaro</b>	Coach <b>Jennifer Shea</b>
ESL Teacher <b>Alicia Sanchez</b>	Guidance Counselor <b>Andre Reyes</b>
Teacher/Subject Area <b>Lizette Aguilar/ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Alex Steinberg/ELA</b>	Parent Coordinator <b>Brandy Vazquez</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>214</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>6.54%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Discrete ESL class							1	1	1					3
Push-In							1	1	1					3
<b>Total</b>	0	0	0	0	0	0	2	2	2	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	1

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	9		1	4		3	1			14
Total	9	0	1	4	0	3	1	0	0	14

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							1	2	5					8
Chinese														0
Russian														0
Bengali									1					1
Urdu														0
Arabic							2							2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								2	1					3
<b>TOTAL</b>	0	0	0	0	0	0	3	4	7	0	0	0	0	14

## 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)									3					3

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)								2	2					4
Advanced (A)							3	2	2					7
Total	0	0	0	0	0	0	3	4	7	0	0	0	0	14

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	3				3
7	4				4
8	4				4
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	3								3
7	4								4
8	7	2							9
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		4		3				9
8									0
NYSAA Bilingual (SWD)									0

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At our school we use Performance Series to assess the early literacy skills for our ELLs. Since Performance Series is a web based assessment it will allow us to immediately see where the student stands academically in the given subject area. We then use this data to adjust our instruction accordingly.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Most ELLs are performing below grade level. From the Lab-R, we have noticed that most newcomers are coming in with little to no English language knowledge.
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 [AMAQ tool](#))  
The state did not release the 2013 Spring NYSESLAT scores in combined modalities.
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?Our advanced students have been in ESL for over 4 years. Most are US born and have siblings who have never been in ESL.
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Each teacher and administrator keeps a data notebook for all students. All teachers know which students are ELLs and during RtI meetings, specifics are discussed for each child. Teachers power points lesson are translated in order for ELL's to participate in the lesson in their Native Language with the support of the ESL teacher during ELA.
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 evaluate success of our programs for ELLs through their test scores, including NYSESLAT and had three students successfully tested out of ESL.

## 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](#).)  
West Prep Academy is a school with grades six through eight that provides pull-out ESL services for its ELL population. Initially, students are identified during the school's registration process when a child enters the NYCDOE system. The Home Language

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

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

2. 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.

The NYC school system provides for crucial parental involvement of newly admitted English Language Learners. There is a multi-step process that ensures the identification, appropriate placement and support services for ELLs at the school level. Parents are asked to decide which program best meets the needs of their children through their participation in several activities. Initially, the HLIS is distributed to all parents according to their home languages. Then parents receive the Guide for Parents of English Language Learners and the Parent Survey and Program selection form, all in their home languages as well, along with an invitation to a Parent Orientation meeting. At that time, the Parent Coordinator and ESL teacher inform parents with clarity and objectivity the three bilingual program choices available in the NYC public school system: Transitional Bilingual, Dual Language or Freestanding ESL. A parent orientation video is available in fourteen languages to effectively inform parents of newly registered ELL students their program choices. Parents are also provided with information on the State Standards, assessments, school expectations and the general requirements of the ESL programs at West Prep. Finally, children are placed as indicated in the parents' program selection forms. All meetings are translated in Spanish and any other parental home language when a translator is available.

3. 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 [\[see tool kit\]](#).)

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

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If the LAB-R result is below the cut off score the child is entitled to receive ESL support services. At the beginning of each school year, entitlement and non-entitlement letters are given respectively to parents of English Language Learners and English proficient students in their home languages. Our school ensures that entitlement letters are distributed and the Parent Survey and Program Selection forms are returned. The submitted forms are thoroughly reviewed by the Parent Coordinator and/or ESL teacher in order to conform with parental choices. Copies of all parental letters are kept on file. Parental concerns and/or unavailable program requests are brought up to the attention of the school administrators. When parents can't attend the Orientation and the Parent Survey and Program Selection forms are not returned, the ESL teacher follows up via mail and/or phone calls if necessary. Again, parents of ELL students are provided with translation and interpretation services as needed, and the documents are provided in both English and their native language. As required under Part 154, parents of newly enrolled ELLs are invited to two additional informational meetings. Parent-Teacher Conferences including Open School Nights are held in the Fall and Spring semesters to meet with staff members to discuss student performance. Recognizing that the parents of ELL students face their own

challenges in transitioning and adapting to a new culture and school system coupled with their own need to build confidence and capacity to support their children in school, we continue to build on our current Parent Involvement Activities.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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.

All NYSESLAT tests have been ordered and will be administered and graded by teachers other than the ESL teacher.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Parents complete the Parent Survey and Program Selection form and the school conforms with parental bilingual program selections accordingly. However, West Prep is a fairly new school with insufficient data. As our ELL population continues to increase, we will work with parents to provide the best appropriate education for all students.

## 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])?
    - a. Our ELL program is organized using the pull-out method for English as a Second Language. All ELL students are required to attend two hours of ESL instruction three times a week, which meets the 360 minute mandated time for instruction.
    - b. The students are programmed into one ELL class that is ungraded and heterogeneously grouped.
2. 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)?

The ESL teacher meets with ELL students three times weekly for one hour each session first period. The ESL teacher also pushes in into their ELA class for support. The ESL teacher also meets with them twice a week after school for an hour and a half, they are receiving their mandated 360 minutes of instruction. In most cases it goes over the mandated time.

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.

All English language learners receive the same academic content as those who are native English speakers. Through professional development and on-going feedback, teachers learn and implement best practices for teaching English Language Learners. For example, content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms along with visual aids to clarify meaning. Also math teachers devote extra class time to untangling difficult word problems. Social Studies teachers scaffold their instruction with visual aids such as maps, atlases and illustrations to increase comprehension. To maximize the English language acquisition for ELL students, the ESL teacher uses small group instruction to provide students with strategies to acquire second language literacy. Scaffolding is an essential part of the instructional delivery for ELLs. ESL strategies include but are not limited to: repetition, graphic organizers (i.e. charts, flowcharts, tables, story maps, graphs and thinking maps), modeling, interactive read aloud, retelling, sequencing, thematic units, language experience approach and academic accountable talk.

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

We ensure that ELLs are appropriately evaluated in their native language throughout the year by assessing them in different content areas in their native language. For example, our science teacher translates class exams and classwork for our ELLs as needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The ESL teacher in addition to all regular assessment the teacher regularly conferences with ELLs to evaluate all four modalities of English acquisition throughout the year. The ESL teacher keeps a record of ELLs conferencing notes
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 English language learner (ELL) population consists of many subgroups, and they all require differentiated instruction:

a) Plan for SIFE: The SIFE population in our school is supported with the resources as follows:

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

their English language development and scores on the NYSESLAT, ELA and Math assessments. Our school provides support in all

content areas to differentiate instruction for literacy needs. P.S. 145 provides all existing support structures such as ESL, Extended Day and Speech to SIFE students as needed.

b) Plan for Newcomers: When a new student is registered in our school, we facilitate the transition with the resources as follows:

- A “buddy system” in which we identify a similar student in his/her class who will assist during the day. For example: a student who speaks the same language to help him/her in the classroom.
- A formal parent orientation and an informal student orientation. Informal assessments are used to identify possible intervention programs.
- We encourage student participation in literacy and math after-school programs as well as a Science Saturday program to support ELLs.

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

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?

Pull-out services with the assistance of the Special Education teacher

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?

Pull out services with the assistance of the Special Education teacher

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

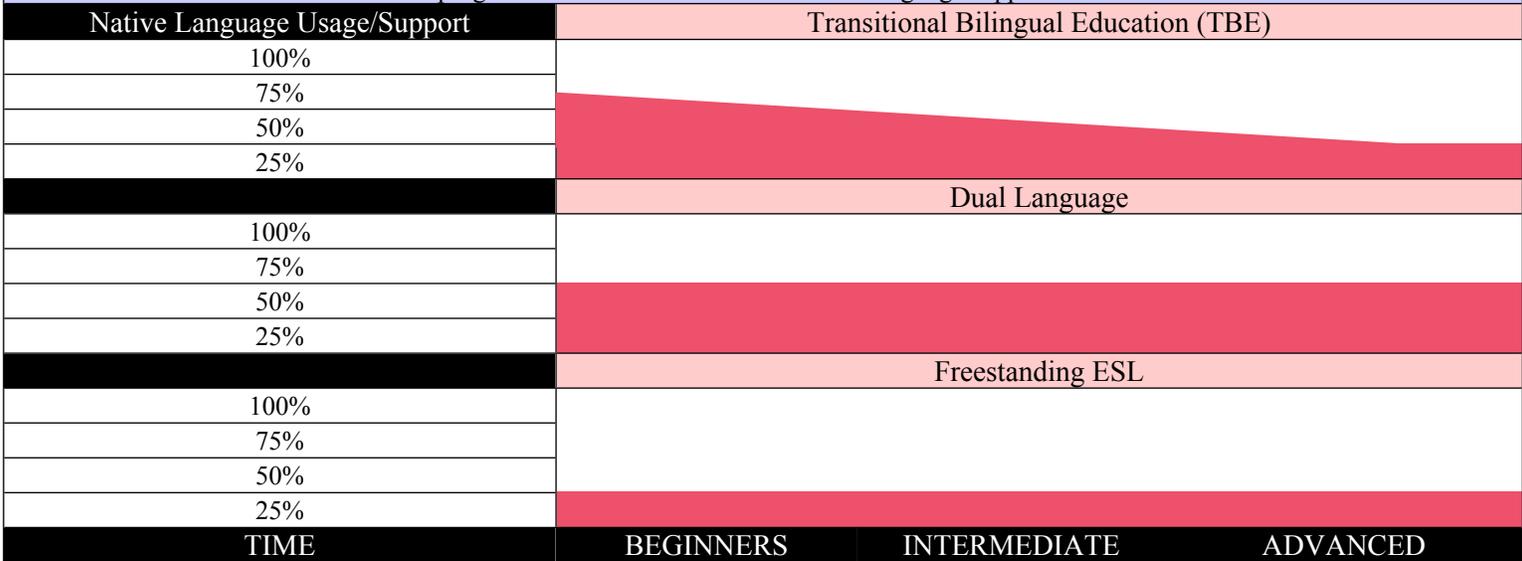
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**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.

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

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

It has been effective.

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

We will offer a summer program to help advance English language acquisition by taking students on field trips to practice English in different places.

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

None

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 equal access to all program. Literature is translated for those in need.

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

Laptops, iPads, Rosetta Stone

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

Glossaries, Rosetta Stone. interpreting services

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

Paste response to question here:

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.

Buddy system is in place for newcomers

18. What language electives are offered to ELLs?

Rosetta Stone, choice of program.

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)?

Paste response to questions here:

### 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.

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

2. Teachers attend a week long summer institute that engages participants in creating Common Core units of study utilizing the UBD format. Through the UBD format, teachers are required to create multiple entry points for special populations including ELLs to engage in the curriculum. Teachers are provided with a lesson plan template which invites teachers to articulate strategies that enable ELLs to access the given lesson. General Education Teachers participate in weekly co-planning sessions called the "Power of Two" where they meet with the special education and ESL teachers to plan appropriate lessons for those students.

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

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

### 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?

1. Parent involvement is a school-wide goal. The parent coordinator plans Principal's conferences with parents of ELLs quarterly. We survey parents and ask for feedback and make adjustments accordingly. We have launched several initiatives to improve parent involvement. They include Titan Guardian's (classroom parents), and SLT subcommittees. Our parent coordinator also communicates frequently with parents about literacy workshops at Teacher's College and organizes events for families to come to the school (school tours, performances, etc).

2. No.

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

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

### **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:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

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

Cluster: **04** Network: **CFN 411**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

Currently, there are several staff members who speak Spanish. For each parent meeting, assembly, principal's breakfast, and the like one of these individuals are available. For parent-teacher conferences, Central is contacted so the school can have someone who speaks the additional languages that are not Spanish. Parent volunteers who speak Spanish, French-Creole, Bengali, Twi, Urdu often come to the school to support the parent in need. For testing, contracted services will provide interpretation for tests as they have done in the past.

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

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