



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

16K028

School Name:

P.S. 028 THE WARREN PREP ACADEMY

Principal:

JUDITH JAMES

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (SCEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Warren Prep Academy School Number (DBN): 16K028
Grades Served: PreK – 5
School Address: 1001 Herkimer Street, Brooklyn NY 11233
Phone Number: 718-467-2865 Fax: 718-953-4189
School Contact Person: Judith James Email Address: jjames4@schools.nyc.gov
Principal: Judith James
UFT Chapter Leader: Sabina Nwenyi
Parents' Association President: Sharon McCrackin
SLT Chairperson: Sabina Nwenyi
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sharon McCrackin
Student Representative(s):

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Street, Brooklyn NY 11221
Superintendent's Email Address: ESantiago@schools.nyc.gov
Phone Number: 718-574-2834 Fax: 718-453-1048

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: BFitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-3444

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Judith James	*Principal or Designee	
Sabina Nwenyi	*UFT Chapter Leader or Designee	
Sharon McCrackin	*PA/PTA President or Designated Co-President	
Cheryl Hutchinson	DC 37 Representative (staff), if applicable	
Sharon McCrackin	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Claricia Felder	UFT	
Tracy Walker	UFT	
Takeisha Bethea	Parent	
Lorraine Singletary	Parent	
Sydney Fields	Parent	
Sandra Bethea	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan (SCEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding SCEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City’s Public Schools and All of Our Students*.

The Framework for Great Schools and SCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

At PS 28, The Warren Prep Academy, our mission is to teach all the children how to read, write, think, compute, speak well, love the arts and behave in socially acceptable ways in order to become economically, independent, contributing members of society ready to enter college and careers. As a result, we are striving to create an environment that is not only welcoming but one that provides opportunities for students to excel and reach their full potential.

The Warren Prep Academy is embarking on preparing our students to be 21st Century learners who learn how to be effective learners, communicators, creators and collaborators. We seek first to understand and know our students well and provide them with what they need to thrive and become reflective, tenacious and inquisitive about the world around them. We believe that students learn best when given explicit models and opportunities to practice with guidance and independently.

Currently, this Pre-K to 5 school serves 191 students from Pre-Kindergarten through grade 5. The school is located in Bedford Stuyvesant Brooklyn and comprises of 78% Black, 16% Hispanic, 3% Asian and 2% White. We also have 6% ELLs and 18% students with special needs. The majority of the students come from low-income families as 94% of our students receive free or reduced-priced lunch.

Our school is small but we pride ourselves with being family oriented as many of our students represent generation of families who have attended the school in the past. In spite of this, we still deal with a transient population of students who come and go. This creates a challenge in sustaining a foundation with our students and retaining them until they are able to consistently develop academically from Pre-K to grade 5. We strive to create a learning environment where students are engaged and individual needs are met. This year we are cognizant of our students needs and therefore has included the Framework for Great School element of rigorous instruction as our focus. We see the need to develop critical thinking skills and plan to engage in more intellectual activities that will encourage students to make their thinking visible.

As a result, we have established opportunities for our students to tap into their strengths and socio-emotional needs through our various partnerships and initiatives. This year we have established lunch clubs where students can seek out their areas of interest such as dance, drama, music, chess, book club, sports and arts. We partner with Carnegie Hall and the YMCA with the swim for Life program. Every year, students in various grades look forward to their service learning activity in which they visit and perform at the Bishop Huckles Senior Citizen Center. In addition, we are proud of our basketball and cheerleading teams who compete with other schools in the district.

Our school made the greatest progress in the Diagnostic Tool for School District Effectiveness (DTSDE) Tenet 3- Curriculum Development and support. According to our School Quality Guide, areas of celebration are in rigorous, engaging and coherent curricular aligned to the Common Core Learning Standards, curricular-aligned assessment practices that inform instruction, aligned use of resources to support instructional goals that meet students' needs and structures for positive learning environment, inclusive culture, and student success.

The key areas of focus for this school year are contained in DTSDE – Tenet 4; Collaborative Teachers. Teachers will provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals. To ensure success on our prioritized goals, we will focus on regular evaluation of school level decisions that support the expectations of the Common Core Learning Standards and research-based, effective instruction that yields high quality student work.

With a laser-like focus on our student data, we will ensure that our students are given the opportunities that will prepare them to move on to middle school, continue to high school and enter college and eventually careers.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	D
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	D
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In our self-reflection on Tenet 3, we observed that teachers need to attend to higher-order thinking and conceptual understanding. Our teachers are still working to ensure that students are engaging in quality text based discussions that build on each other’s ideas.</p> <p>The following strengths connected with the Capacity Framework Element – Rigorous Instruction, were identified:</p> <ul style="list-style-type: none"> According to the 2014 NYC School Survey 94% of parents are satisfied with the education that their child has received. 89% of staff agrees that leaders place a high priority on the quality of teaching. <p>The following needs connected to the Capacity Framework Element – Rigorous Instruction, were identified:</p> <ul style="list-style-type: none"> According to the State Assessment Data, 11% of students met grade level standards in ELA and 6% in math. On 2014 Quality Review, the school received a rating of developing in Quality Statement 1.2 - teacher pedagogy and 1.1 Curriculum. 		

Priority need

According to the Capacity Framework Element – Rigorous Instruction, current data from Advance and our recent Quality Review Report 1.2, there is **need** to improve quality of lessons that attend to text-based discussions and students communicating about their learning. Students should be able to make their thinking visible through questioning, discussions and reflection based on quality feedback from their peers and teachers.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will implement lessons that require students to make their thinking visible through text-based discussions and content based writing as measured by a 15% - 20% improved performance between baseline and end-line CCLS aligned assessments.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p><u>Instructional Actions/ Strategies</u></p> <ul style="list-style-type: none"> • Teacher teams will meet weekly to revise and adjust the school's existing curriculum maps to reflect alignment with CCLS standards. Teacher teams will plan daily lessons that will embed questions that lead to higher order thinking through the 	<p>All Staff Members</p>	<p>Sept 2015 to June 2015</p>	<p>Grade level team Leaders, Administration, Teacher Teams</p>

<p>use of discussion protocols.</p> <ul style="list-style-type: none"> • Students will continue to use accountable talk prompts posted in the classroom to initiate discussion. • Teacher Teams will meet weekly to develop student friendly checklist and rubrics to assess their levels of engaging discussion. • Administrative staff will conduct weekly learning walks to collect low inference data about student discussion in the classroom and provide staff with actionable and timely feedback connected to student data and professional development. • Administrative staff will identify classes that showcase effective practices and use them as lab sites to enhance teacher pedagogy. • Utilize I-Ready to address student deficits within the grade level content. 			
<p>Professional Development</p> <ul style="list-style-type: none"> • Teachers will be engage in weekly professional development around unpacking the CCLS standards to create long term and short term learning targets. 	<p>All Staff Members</p>	<p>Sept 2015 to June 2015</p>	<p>Grade level team leaders, Administration, Teacher Teams</p>

<ul style="list-style-type: none"> • Teachers will utilize the Hess Cognitive Rigor Matrix to formulate questions and activities that encourage discussion in the classrooms. • Teacher teams will work together to become knowledgeable in ELA Instructional Shift #4, text based answers by unpacking and viewing lessons that incorporate the elements of the shift. • Teachers will review the effective and highly effective criterion as enumerated by the Danielson Framework for Teaching, 3B, Questioning and Discussion. • Teachers will determine research-based strategies for meeting the needs of all learners, ELLs, Student with special need criterion as enumerated by the Danielson Framework for Teaching, 3B, Questioning and Discussion. • Provide teachers with training with I-Ready. 			
<p>Addressing Student Needs</p> <ul style="list-style-type: none"> • Teachers will use concept maps and task cards to help 	All Staff Members	Sept 2015 to June 2015	Grade level team leaders, Administration, Teacher Teams

<p>students connect information that would assist them in order to have rich discussions.</p> <ul style="list-style-type: none"> Teachers will provide more wait time, about 3-5 seconds to allow students to have higher cognitive discussions through think pair and share. Teachers will utilize UDL strategies to plan instruction for all students. 			
<p>Parent Involvement and engagement</p> <ul style="list-style-type: none"> Parents will be invited to visit classes during our Parent As Learning Partners session and receive resources on how to help their child at home. Parents will engage in workshops focused on the ELA common core shift #4, text based answers. Parents will be provided with specific strategies that support the shifts. 	<p>All Students, Parent /Guardians</p>	<p>Sept 2015 to June 2015</p>	<p>Teachers, Parent coordinator, Instructional Coach, Administration</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> Administrative staff and teacher leaders will provide professional development, modeling and materials for staff <u>The Danielson Framework</u> , Copies of the Instructional Shifts in Literacy and the Hess Cognitive Rigor Matrix will be used The use of resources such as videos from Teacher Channel and Engage NY will be utilized

- Time on Mondays will be designated for teacher team meetings.
- Other Than Personnel Services (OTPS) for consumable materials and workshop materials for both staff and students
- Current curriculum maps
- Depth of Knowledge Matrix

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By February 2016, students should demonstrate at least a 5% - 7% improvement on CCLS aligned writing tasks as compared to baseline CCLS aligned assessments. Data implies that students performing at grade level has demonstrated improvement where as we must employ and refine strategies for our SWDs and ENL to show increase . Teachers will engage in PD around providing support for all our learners.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	D
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	D
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	D
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

In our self-reflection, we noticed that though each class has addressed specific expected behaviors in our mantra; be safe, be resilient, be respectful, be responsible, be kind. To further internalized the characteristics of the mantra as it relates to making acceptable choices we see the need to implement a school-wide incentive system to reward and encourage students to continue to display acceptable behavior. We see the need for a school-wide system where all stakeholders can be involved.

The following **strengths** connected with the Capacity Framework Element – Supportive Environment, were identified:

According to the **2014 NYC School Survey,**

- 93% of the parent body feels that the school keeps them informed about services for their children such as tutoring, after-school programs, or workshops at school.
- 95% of the parent body feels that our school has high expectations for our students.
- 95% of the parent body feels that our school makes students and parents feel welcome

The following **needs** connected with the Capacity Framework Element – Supportive Environment, were identified:

According to the **School Quality Snapshot**,

- 67% of staff would recommend the school to parents
- 79% of staff feel that order and discipline are maintained

Priority Need

Based on the findings of the 2014 NYC School Survey, the Elementary School Quality Snapshot, there is a need for our school community to continue improving our social and emotional environment.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, in collaboration with teachers and administrative staff, PBIS will be implemented resulting in a 50% decrease in classroom reported incidents as measured by the Online Occurrence Reporting System from school year 2014 – 2015 to school year 2015 – 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Establish a Positive Behavior In Schools Team inclusive of several members representing various factions of the school. • Incentives Program for students exhibiting acceptable behaviors from the school's mantra 	<p>All Staff</p>	<p>Sept 2015 to June 2015</p>	<p>Team member Administration Team</p>

<ul style="list-style-type: none"> ● Create Matrix of acceptable behaviors reflecting the school mantra to be safe, be kind, be respectful, be resilient, be responsible <p>Create survey for staff to use to guide school implementation and improvements.</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> ● Provide professional development for staff using research from Carol Dweck’s <u>Mindset</u> . ● Provide professional development for staff on PBIS tenets and principles. ● Send PBIS team to visit a school to view systems that have been put in place to support the implementation of a positive approach to discipline. <p>Use results of survey to monitor and make adjustments</p>	All Staff	Sept 2015 to June 2015	Team member Administration Team
<p>Addressing Student Needs</p> <ul style="list-style-type: none"> ● Use of Prim (Pre-Referral Intervention Manual) as a resource to provide intervention and strategies for students with special needs. ● Include visuals on matrix to support English Language Learners ● Guidance counselor will check-in with at-risk students on a daily basis. <p>Through student government, students have a voice in what is happening</p>	All staff	Sept 2015 to June 2015	Team member, Administration Team

at their school and vote on incentives			
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Parents will be invited to assembly programs where students will perform skits and role playing of behaviors based on the school mantra • Parents are invited to family engagement night activities; movie night, game night, art night, fitness night, and curriculum night to create the school environment that promotes learning. <p>Holiday shows and special assemblies</p>	All staff, Parents, Administration	Sept 2015 to June 2015	Administration Team Members Guidance

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Incentives for PBIS store. Materials to launch Positive Behaviors in Schools program											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Decreased classroom reported interruptions by 35% by February 2016 as compared to Online Occurrence Reporting System data from February 2016. As of March 2016 OORS data has demonstrated about the same level of reporting compared to March 2014. However, it is noted in committee meetings the need to employ restorative practices building wide. PBIS matrix posters are posted and students need continued incentives to reward positive behaviors.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	D
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In our self-reflection, we observed that though the school has implemented common core aligned curriculum materials, data from observations demonstrate the need for lessons to provide targeted instruction based on student needs. Teacher Teams are meeting but we are working on planning instruction that addresses a variety of needs and learning styles providing access for all learners.</p> <p>The following strengths connected to Capacity Framework element – Collaborative Teachers, were identified:</p> <p>According to the 2014-2015 NYC School Survey,</p> <ul style="list-style-type: none"> 100% of teachers use assessments that are relevant to daily instruction 95% of teachers feel that time for collaboration among teachers is provided <p>The following needs connected to the Capacity Framework element – Collaborative Teachers, were identified:</p> <ul style="list-style-type: none"> State Assessment Data demonstrates that 11% of students met the standards for ELA and 6% met for Math. According to the 2014 – 2015 NYC School Survey , 89% of teachers said that they trust each other. 		

• According to the 2014 Quality Review, “In some classrooms visited, the teaching strategies employed were conducted mostly in whole group settings and discussions consisted mainly of answering teachers directed questions that generated minimally thoughtful conversations and student interactions.”

• Teachers Teams are not as adept to using data to drive their planning and collaborating around strategies for improvement in student performance.

Priority Need

According to the NYC School Survey and 2014 Quality Review, we have come to the conclusion that we need to provide teachers with time to collaborate professionally to use instructional practices and strategies based on actionable feedback from Advance observations. Feedback will focus on making adjustments to instruction that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles, reflecting multiple entry points of access for all students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers should move at least one level on the HEDI scale in component 3C in the Advance rating system as a result of teacher's professional collaboration to improve providing multiple entry points of access for all students.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Activities and Strategies</p> <ul style="list-style-type: none"> • Teachers will continue planning lessons using research based instructional programs; Go Math and Ready Gen. • Lesson Planning will be inclusive of the CCLS Instructional Shift, Text Based Answers • Teachers will use rubrics aligned with the NYS assessments for evaluation of student products. 	<p>All Staff</p>	<p>Sept 2015 to June 2015</p>	<p>Lead Teacher, Administration</p>

<ul style="list-style-type: none"> • Collaborative teacher team meetings will take place to plan, analyze student work, data and address needs of student. <p>Teachers will use data in order to address needs of students.</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> • Professional Development will be provided on how to plan differentiated entry points, so that students will have access lesson information and scaffolds for independent learning. • Professional Development will be provided in using data protocols to analyze individual and group data that support instruction and provide actionable feedback to students. <p>Teachers will be trained in aligning rubrics to task and activities in order to be informed about next steps for student learning.</p>	All Staff	Sept 2015 to June 2015	Lead Teachers, Administration
<p>Addressing Student Needs</p> <ul style="list-style-type: none"> • Teachers will explicitly teach academic vocabulary • Teachers will integrate Oral and Written Language Instruction into content Area Teaching <p>Use tools such as concrete and visual models, eg. Graphic organizers</p>	All Staff	Sept 2015 to June 2015	Lead Teachers, Administration
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Parents will receive monthly newsletters to keep 	All Staff	Sept 2015 to June 2015	Lead Teachers, Administration

<p>abreast of what is being studied in their child’s class.</p> <p>Invite parents to attend Parents As Learning Partners to view learning in action and support home school connections.</p>			
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Teachers and students must have curriculum materials needed for their course of study											
Curriculum Binders must be up to date.											
Teachers must have access to IEP											
Teachers must have access to technology.											
Prep schedule will provide time for common planning as well use of Monday 80 minute PD											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, teachers will demonstrate improvement with at least 4 out of 5 indicators within the component of 3C. Lesson plans will exhibit at least 2 multiple entry points for all learners to increase student engagement. Teacher team binders will have identified student needs and actionable feedback with clear strategies for multiple entry points. As per data from teacher teams, teachers have increased their collaboration in using assessment to identify student needs. Advance data has demonstrated that teachers need more support in increasing student engagement based on the indicators within component 3C. One on one observation conferences will be used to provide differentiated support to teachers.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	D
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>In our self-reflection, we observed that 12 out of 17 teachers received a final 2014 MOTP rating of effective. Our ELA scores decreased from 13.7 to 11% of students meeting State Standards and 6% for Math . We feel that in order to gain further improvement in student performance, observation feedback must be targeted with follow up to ensure that actionable feedback is implemented to impact student achievement.</p> <p>The following strengths connected to Capacity Framework Element – Collaborative Teachers, were identified:</p> <ul style="list-style-type: none"> Based on the NYC School Survey, 89% of the teachers say that the Principal places a high priority on the quality of teaching. 84% felt that school leaders give regular and helpful feedback about their teaching. <p>The following needs connected to Capacity Framework element – Collaborative Teachers, were identified:</p> <ul style="list-style-type: none"> Current School Advance Measure of Teacher Progress (MOTP) report demonstrates that Component 3B – Questioning and Discussion Techniques and 3C Engaging Students in Learning, are the lowest rated components in the school. New York State Assessment Data Analysis . According to our 2014 NYS assessment data, 11% of our students are meeting the State Standards on the State English Test; the average score was 2.2 out of 4.5. 		

Priority Need

According to the Capacity Framework Element – Effective School Leadership, current data from Advance and our recent Quality Review Report, school leaders must ensure that there is an instituted plan and implementation for observing and providing actionable feedback on teaching practice to impact student achievement.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will show improvement in pedagogy through targeted professional development, actionable feedback and teacher conferences resulting in 100% of teachers moving at least one level on the HEDI scale for component 1E – Planning and Preparation and Domain 3 – Instruction as measured across two cycles of observations in ADVANCE.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Instructional Actions/Strategies/Activities</p> <ul style="list-style-type: none"> • Principal conducts initial planning, mid-year and end year conferences with staff with a focus on student data used to set and monitor professional development goals • Administrators conduct informal and formal observations and provide actionable feedback connected to target professional development 	<p>Teachers</p>	<p>Sept 2015 to June 2015</p>	<p>Administrators, Lead Teachers</p>

<ul style="list-style-type: none"> • Administrators identify classes with effective to highly effective practices as lab site. <p>Plan time for teachers to visit colleagues in and out of the building to view highly effective practices.</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> • Teachers will engage in professional development around Universal Design for Learning to meet the needs of all learners when planning and delivering instruction • Teachers plan and make modifications for students with disabilities and English Language Learners and use when planning lessons • Teachers will use resources form Engage NY, Teaching Channel, Vimeo that support the implementation of the Danielson’s Framework to view best practices in domain 3B Questioning and Discussion Techniques and 3C Engaging Students in Learning 	Teachers	Sept 2015 to June 2015	Administrators, Lead Teachers
<p>Addressing Student Needs</p> <ul style="list-style-type: none"> • Teachers will incorporate use of accountable talk stems to encourage engaging discussions 	Teacher, Students	Sept 2015 to June 2015	Administrators, Lead Teachers

<ul style="list-style-type: none"> • Students will receive student checklist aligned to rubric for engaging in discussions • Provide multiple entry points for students • Use Universal Design for Learning to plan activities that will be suitable for all learners. 			
<p>Parent Involvement</p> <ul style="list-style-type: none"> • Parents are invited to PALP (Parents as Learning Partners) to view classroom activities and discussions. Parents are given materials and resources on how to ask higher order thinking questions and strategies on how to engage in discussions at home. 	Parents	Sept 2015 to June 2015	Administrators, Parent Coordinator, Teachers, Instructional Coach

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Administrative and lead teachers will provide professional development, modeling and materials for staff • The Danielson Framework, copies of the shift in literacy, Hess Cognitive Rigor Matrix • The use of NYCDOE resources such as Engage NY and videos from VIMEO and Teaching Channel <p>OTPS for consumable materials and workshop materials for both staff and students</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP	X	Title I TA	X	P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Supervisors assess staff progress after each round of observation and uses information to adjust Professional Development opportunities. Teachers have demonstrated progress from observation cycle 1 to observation cycle 2.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	D
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	D
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	D
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>In our self-reflection, parent attendance has increased at movie and game night. We will continue to expand our monthly activities to address CCLS aligned concepts to help our parents assist with their children’s academic progress. Therefore, we must communicate with parents so they understand the impact of their support on their children’s performance and the necessity of attending monthly school events. The following strengths connected to the Capacity Framework – Strong Family and Community Ties, were identified</p> <p>NYC School Survey 2014-2015</p> <p>Based on responses in the survey,</p> <ul style="list-style-type: none"> 87% of parents feel that the school helps to keep their child on track for college, career, and success in life after high school. 89% of parents feel the school communicates to them and their child what is needed to do to prepare their child for college, career and success in life after school. Quality Review 2014 Report states that “phone calls are made to families of students who have patterns of absences” <p>The following needs connected to the Capacity Framework - Strong Family and Community Ties, were identified,</p> <ul style="list-style-type: none"> 69% of parents have been invited to an event at the school (workshop, program, performance, etc.) 		

- 68% of teachers feel that the school communicates effectively with parents regarding students' behavior.

Priority Need

According to the Capacity Framework – Strong Family and Community Ties, from our Learning Environment Survey and Quality Review, the school **needs** to increase the attendance of parents at monthly activities etc.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, parent attendance at monthly activities will increase by 5% as compared to initial attendance rates at school events in September and October.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Action/Strategies/Activities</p> <ul style="list-style-type: none"> • Parent coordinator will survey parents around topics of interest and best ways of communicating • School will utilize School Messenger to contact parents • Website will be updated to have current information and school events. 	<p>Parents, Teachers</p>	<p>Sept 2015 to June 2015</p>	<p>Parent Coordinator, Teacher, Administration</p>

<ul style="list-style-type: none"> • Monthly newsletters by classroom teachers to keep parents abreast of curriculum <p>Planning session with SLT and Parent Coordinator to ensure workshops are targeting the needs of parents.</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> • During Tuesday afternoons, staff will plan and present parent workshops and other activities to help parents better prepare to support their children. <p>Staff will prepare newsletters and communicate with parents via phone email or one on one conferences</p>	Parents, Teachers	Sept 2015 to June 2015	Parent Coordinator, Teacher, Admin
<p>Addressing Student Needs</p> <ul style="list-style-type: none"> • Progress reports detailing students areas of need will be sent home <p>Parents of students at risk for meeting grade level standards will be invited to discuss with Care team interventions and strategies</p>	Parents, Teachers	Sept 2015 to June 2015	Parent Coordinator, Teacher, Admin
<p>Parent Engagement</p> <p>Parent Coordinator will work with Family Worker to contact parents to update blue cards and contact information</p>	Parents, Teachers	Sept 2015 to June 2015	Parent Coordinator, Teacher, Admin

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CCLS aligned materials for parents

Parent Coordinator

School Messenger

School Website

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, there should be a 2% increase of parent attendance at monthly activities as compared to September 2014 attendance. We are on track for increasing the parent attendance at monthly activities.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students who are performing in level 1 and 2 and at risk of not achieving a level 3 on the NYS ELA assessment as per review of report cards, writing samples, Fountas and Pinnell levels	Students from grades 1 and 2 are pulled out every day to receive AIS from an AIS provider using Leveled Literacy Intervention. On students in other grades are receiving small group instruction based on their areas of needs as cited in the data. At-risk students receive additional services from support staff.	small group	During the day
Mathematics	Students who are performing in the level 1 and 2 and at-risk of not achieving a level 3 on the NYS Math assessment as per review of report cards, writing samples, Fountas & Pinnell levels	All students are receiving small group instruction on prerequisite math content.	Small group	During the day
Science	Students who are performing in level 1 and 2 as per review of report cards, class assessments	AIS science support is provided in class as part of differentiated grouping embedded in the reading program	Small group	During the day

Social Studies	Students who are performing in level 1 and 2 as per review of report cards, class assessments.	AIS social studies support is provided in class as part of differentiated grouping embedded in the reading program	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students who demonstrate at-risk behaviors as per teacher recommendations, anecdotal records, incident reports, parent concerns, Individualized Education Plan, Care Team referrals, School Implementation Team Referrals	At-risk counseling services for students on a one to one and group basis.	Small group, one to one	During the day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Resumes for staff are carefully scrutinized by the hiring committee. Upon consensus, prospective staff members are invited for an interview. For classroom teachers, they are asked to conduct a demonstration lesson. The committee makes a recommendation to the Principal who makes the final decision whether or not to hire the candidate.
Professional Development is offered to staff throughout the year from the school as well as the Borough Support Centers. Staff members are given opportunities to attend professional development provided by other agencies in content areas that are aligned with School wide and teacher individual goals. Lead teachers are determined by the administration and are sent to outside professional development and turn-keys to the staff.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
At the beginning of the school year, teachers complete a professional development survey around topics of interest and delivery methods. This data was compiled by the Professional Development team and the priorities for the PD plan were determined in alignment with school goals. Professional Development is structured to reflect 3 major areas: School Improvement, Data Driven PD and Sharing of Best Practices. The schedule is structured to accommodate time for teachers to meet in teams as well as for staff to work on school wide initiatives and concerns. Staff has the flexibility to engage in PD presented in various forms of book study, webinars and off-site.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).
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Part 4: SWP Schools Only

4a. 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/information, early intervention services, etc.).
In January, we begin to have informal conversations with PreK parents around the expectations of Kindergarten and how parents can help with the transition process. Kindergarten curriculum and standards are introduced to parents. Families are provided with home-learning activities. Parent orientation is held in June where parents will meet Kindergarten teachers and discuss curriculum content and provide parents with a list of summer activities and school materials for Kindergarten.

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². On the chart below, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	266,189.00	x	5A, 5B, 5C, 5D, 5E
Title I School Improvement 1003(a)	Federal	16,000	x	5A,5B,5C,5E
Title I Priority and Focus School Improvement Funds	Federal	50,541	x	5A,5B,5C,5D,5E
Title II, Part A	Federal	39,256.00	x	5A, 5B
Title III, Part A	Federal	0	x	
Title III, Immigrant	Federal	0	x	

Tax Levy (FSF)	Local	1,356,271.00	x	5A,5B,5C,5D,5E
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¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **Warren Prep Academy**, 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 the school and the families. The 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 the school community. **Warren Prep Academy** will support parents and families of Title I students by:

During our monthly Parents As Learning Partners,

provide 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 the school community;

The 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. In collaboration with the School Leadership Team, the 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 the 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-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, the 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 School 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 the school 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 the school's 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-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 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 the school and will work to ensure that the 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, NYC School Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- 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;
- 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 school newsletters, calendars or web publication designed to keep parents informed about school activities and student progress;

School-Parent Compact (SPC)

Warren Prep Academy , 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 on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 16	Borough Brooklyn	School Number 028
School Name Warren Prep Academy		

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 ENL teacher, and one parent.

Principal Ms. Judith James	Assistant Principal Ms. Lakesha Williams
Coach Ms. Butan-John	Coach ?
ENL (English as a New Language)/Bilingual Teacher	School Counselor Mr. Richards
Teacher/Subject Area Ms. Knight	Parent Ms. Hernandez
Teacher/Subject Area Ms. Bland	Parent Coordinator Mr. Kyle Taylor
Related-Service Provider Ms. S. Ameres	Borough Field Support Center Staff Member ?
Superintendent Ms. E. Santiago	Other (Name and Title) ?

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	Total number of ELLs	23	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	1
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	23	0	1	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic	0	0	0	0	0	0								0
SELECT ONE	0	0	0	0	0	0								0
French	0					0								0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0									

This Section is for Dual Language Programs Only

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

Number of students who speak three or more languages: _____

Freestanding English as a New 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	2	2	1	1	1	1								0
Chinese														0
Russian														0
Bengali		1		2										0
Urdu														0
Arabic	1	2	2		1	1								0
Haitian														0
French						1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			3		1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)		1	1	3	2	3								0
Emerging (Low Intermediate)	2	1	1											0
Transitioning (High Intermediate)		2	1											0
Expanding (Advanced)	1	1	2		1									0
Commanding (Proficient)			1											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			1											0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			2						0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.

The early literacy assessment tool that is being used to measure student progress is Fountas and Pinnel. It is an invaluable tool for informing our schools instructional plan in that it gives us the precise data of exactly which of the several skills of emerging literacy our students have mastered or have yet to master and therefore gives us our next instructional steps and specific areas to target by student and subgroup formation for targeted intervention. The classroom teachers and the ESL teacher conduct monthly running records to measure student's reading fluency and comprehension to monitor progress in reading level. The ESL teacher records this data as well as subset phonics decoding skills mastered or not mastered into an individual student progress tracking tool to inform his lesson planning and to target individual students needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The general trend that we have observed here at P.S. 28K across proficiency levels and grades on the NYSITEL and the NYSESLAT supports what ESL research already tells us: whatever our initial level of intake proficiency, students usually make rapid progress in listening and speaking (BICS), reaching near proficiency in one to three years, while taking much longer (three to five years) to acquire the academic vocabulary and grade level skills in reading comprehension and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As we have only a relatively small number of Ells, The ESL teacher can easily review and analyze the raw data from previous years NYSESLAT, ELA, and Math exams to help him determine proficiency and "At Risk" levels, form groups and determine the skills and specific standards his Ells will need particular help with to inform his instruction. The ESL teacher maintains and has maintained a "Data Profile" which already includes student first and last names, grade level, official class, years of service, SIFE (Students with Interrupted Formal Education) status, home language, 2014 & 2015 NYSESLAT results, ELL status, disability designation, age (based on today's date), and NYS exam (math and ELA) performance and growth percentile data for the past two years. This year we downloaded and imported the required ATS reports in order to be able to use the tool. It does not give us any information we do not already have and use to inform instruction. The most important information The AMAO could provide: (student proficiency level, percentile and progress coefficient reads not available on the Home page on the AMAO 1 tab and on the AMAO 2 tab. After

puzzling over why this information was reading "Unavailable" and "No Data", and checking to make sure that the RLAT report was correctly imported into the tool, he assumed it was because that since the 2015 NYSESLAT was a new test, there could be no progress coefficient from the previous years test. The tool does inform us of various degrees of "at risk" students, but we are still baffled at why the tool does not even give us the new proficiency designations! Why did you not just maintain ARIS which was a very good tool for providing all of this the same data in the form of individual student reports, with no data to enter and user friendly?

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

From the start of the Academic year, the previous year's NYSESLAT, ELA and Math Score data are analyzed and newcomer NYSITEL results are used to determine student needs. The Spanish Lab-R is an important tool in assessing our Spanish ELLs native language literacy and can be a good indicator of a students home literacy environment and a possible warning sign for weak academic progress. Beginning of the year Benchmark assessments are also administered to all students, including ELLs, and student groups are formed for further tiered intervention for struggling students with special attention to the bottom third. PS 028 recognizes that multiple sources of data need to be examined to assess ELLs and their needs for small group services within the RTI framework. Proficiency level and number of years of service are essential in assessing why a student may be struggling on standardized tests. The ESL teacher, working with the classroom teacher first need to assure that presentation of content is comprehensible for our ELLs so that they are being given ample access to the content and multiple ways of demonstrating their understanding of it, including using their own home language. In the Emerging literacy grades, both phonological sub skills, vocabulary acquisition and comprehension strategies must be assessed to more carefully analyse strengths, weaknesses and areas of particular concern. Questions of adaptation and aculturation must also be taken into consideration and home environment and structure are important. Struggling ELLs in the bottom third receive specialized small group and individual support in reading strategies, phonemic awareness and vocabulary or math using RTL timelines to monitor progress and determine subsequent teaching steps and tiered interventions.

6. How do you make sure that a student's new language development is considered in instructional decisions?
Instructional decisions always take into consideration Best Practice differentiation strategies to further scaffold and support our ELLs during classroom content delivery. Language objectives are explicitly stated alongside of content objectives during ESL interventions. The new bilingual progressions and teacher's guide are currently being implemented to aid the classroom and the ESL teacher in planning and designing instruction. It is an invaluable tool as it clearly outlines the linguistic demands of each performance indicator and thereby helps teachers to unpack their Language Objectives for each standard. It also suggests activities modified by proficiency level which is a great help in selecting appropriate scaffolds for the content demands and differentiated assessments for the different proficiency levels.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Paste response to questions here:

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

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of

communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At PS 28K a system has been put in place to be able to efficiently identify all those students who qualify for ESL services and to acquaint parents of the program choices available to them. A Home Language Identification Survey (HLIS) is given to all parents or guardians enrolling their children for the first time in a public school. These forms are passed on to a certified ESL teacher who evaluates The Language Survey to determine which students are eligible to be administered the NYSITEL exam, which will ultimately determine if the student qualifies to receive ESL services. In the event of any parent clearly showing difficulty speaking English, The ESL teacher is immediately called to assist in the enrollment procedure and to find the appropriate translation solution for the accurate enrollment, assessment, and interview of the parent and the student. The new over the phone interpretation hot line was used this year for parent interviews. Once the HLIS has been filled out and analyzed by the certified ESL teacher, a NYSITEL exam to test English proficiency is administered within ten days and then scanned into ATS by the ESL teacher to determine eligibility for ESL services. A Spanish Lab-R is also administered to Hispanic ELLs to determine their literacy in their home language. This is an important tool to help us determine if the student already has literacy skills and strategies that can be transferred into English. If service is indicated, the child is immediately placed in our Freestanding ESL program.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Sife status is determined by the ESL Teacher immediately upon analysis of the HLIS form section on past schools attended and during the interview with the parent and student. The past schooling information is a first indicator of possible SIFE status and if interrupted education is suspected, the SIFE Interview is administered to the child as parents are often not truthful about admitting this. The ESL teacher also gives some informal assessments to check the students home language literacy and fluency in the basic math operations. If indicated the LENS battery is administered to determine official SIFE Status. Non of of our three arriving newcomers in the 5th graders this year qualified for SIFE Status.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The ESL teacher always checks ATS historical records for ESL transfer students to determine if the student has been receiving Special education services. As the ESL teacher shares a space with the School Support Team Social worker and Psychologist copies of the IEP, which are usually not forwarded, are given to the ESL and classroom teachers. In the event that a student has a home language other than English (not previously tested for English Language proficiency and an IEP, The LPT, consisting of the ESL teacher, Special Education teacher, School Psychologist and School Social worker would need to determine if the students disability is such that it would prevent him from being able to succeed on the NYSITEL or indeed benefit from ESL services. Given a student with very good oral expression and aural comprehension plus severe dyslexia, for example, the team might find this severe disability to make sense of the written word an insurmountable obstacle to the student ever being able to complete a reading and writing test. Their decision would then go to the principal who would make the final in house decision on whether or not the child would benefit from testing into an ESL program as opposed to another more fruitful form of intervention like a 12 to 1 setting. The decision would then go to the Superintendent who would inform the parent on the decision. If the LPT team decides that the student must take the NYSESLAT it is administered and the student is placed within the mandated time frame of 10 days of student enrollment. Should a negative decision go to the principal and the principal decides the student must take the exam the same time frame would apply. If the principal upholds a negative decision and it goes to the Superintendent or designee, the parent must be informed within 3 school days of the principal's decision and within another 10 days of The Superintendent's decision. If it is decided that the child must take the exam, the school has 5 more days to administer the exam and place the child.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher sends out all notification letters as soon as NYSITEL and Spanish Lab-R testing has been scanned to ATS within 10 days after student enrollment and in the Parents Home language if this has been so requested in the language preference section of their HLIS form.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed of their right to appeal their child's ELL status at the parent orientation meeting when they sign off on their program choice which has been exclusively the ESL program our schools offers in past years. The program option form is always provided in their home language if desired as is the video describing the three program choices. There has never been an issue of a parent desiring a program choice outside of this school in spite of the ESL teacher's insistence on dual language as the best program choice in some instances. Because of this timeline, there has never been a need to send out an ELL Status appeal letter.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

All parents of ELLs thus identified are notified on official school stationery by the ESL teacher in their home language, if necessary, of their child's placement within 10 days of their child's enrollment and asked to attend a Parent Orientation Meeting with the ESL teacher. At the Parent Orientation Meeting, documentation is given to parents and an orientation video is viewed (in their home language where possible) to explain the different program choices. At this point, the parent makes his program choice and completes the Parent Survey and Program Selection Form in English or in the home language. The parent is also given documentation outlining the common core standards and goals of the ESL program and things they can do at home to ensure their child's academic progress.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
As stated above, The ESL teacher invites Parents to a Parent Orientation meeting in the notification of ESL services letter which is sent out within 10 days of the child's enrollment.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
In the case where parents fail to respond to the invitation for the Parent Orientation Meeting, both telephone calls and house visits have been used to ensure compliance and that parents are cognizant of the program choices open to their children. In PS 28K, due to insufficient numbers of any one foreign language, we only provide a Freestanding ESL program. The opportunity is offered parents to transfer to another school if they prefer a different program within the community. Parents of PS 28K tend to prefer the freestanding ESL program as the way for their children to make the most rapid progress in English and this has been the unanimous program choice of all ELL parents on all of their Program Choice Forms over the past few years.
9. Describe how your school ensures that placement parent notification letters are distributed.
As stated above, the ESL teacher assures that all Parent Notification, placement, non-placement, continuation of services, and transitional support letters for those testing Proficient are mailed out on official school stationery within the mandated time frame, within 10 days of the student enrollment or the beginning of the school year in their home language if requested.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
HLIS forms and the Parent program Choice forms are maintained in the child's permanent record file and copies are kept in our ESL teacher's ESL Compliance Documents Binder safely stored in the ESL room as are copies of all parent notification letters and all other mandated records and documents relating to our ESL program. They are available for inspection at any time.
11. 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.
As we are a small school (22 ELLs this year), once all newly enrolled students have been screened for a home language other than English, the ESL teacher knows that all students on his roster who have not already tested proficient, are required to take the NYSESLAT Exam. He does not need to refer to The NYSESLAT Eligibility Report. The only possibility for missing a student required to take the exam is if a transfer student (who must seem to speak and understand English very well) were to be admitted and placed in a class without the ESL teacher's knowledge. Even this eventuality is excluded by the fact that any transferr student arriving with a home language other than English is flagged to him from central or will show up on the ATS current ELL Report and steps are immediately taken to provide services.
The ESL teacher schedules and administers all four sections of the NYSESLAT in adherence with the stipulated windows of administration for the different modalities indicated in the testing manual and so as not to conflict with other state tests also administered within those windows. The exams are spaced over about three weeks and administered by grade band so that students will not have more than one section on any given day, Adequate time is reserved at the end of the testing window to accommodate any students who might have been absent.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
These questions are redundant. As stated above, the ESL teachers sends out all mandated parent communication letters, including continuation of services and transitional support parent notification letters on official school stationery in compliance with the mandated time frame within 10 days of student enrollment or the beginning of the school year.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parents of PS 28K tend to prefer the freestanding ESL program as the way for their children to make the most rapid progress in English and this has been the unanimous program choice of all ELL parents on all of their Program Choice Forms in past years. This being the case, our one ESL program model is perfectly alligned with parent requests. As we are a small school and do not as per the ASPIRA Consent Decree have enough students of any one language to provide a transitional bilingual program or a Dual language program, parents who might like either of the other two program models would be discouraged in that neither of either of these other two models are available in our district and travel time for our younger children would be prohibitive. In the event that a parent

requests one of the other models the ESL teacher would immediately contact the division of English Language Learners and Student Support to coordinate the transfer. In the meantime, the student would be placed in our ESL program within the mandated time frame.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.

PS 028K has a small but flexible freestanding ESL program which has been a combination of the push-in and pull-out models depending on the student's age, level of proficiency and their specific strengths and weaknesses. In the past, for kindergarten, first and second grade newly arrived students, the push-in model has been preferred since it was deemed important for these newcomers to have regular and familiar surroundings as they are learning the rituals and routines being taught by their main classroom teachers. For the intermediate, advanced and older grades increased confidence and autonomy made the pull-out model more effective and less distracting for mainstream students and teacher. This year, because of an increase in newcomer beginners in the lower grades pull out will be necessary.

Our ESL classes are generally organized by grade level where possible. They are sometimes heterogeneous by proficiency level if possible, but usually with no more than two contiguous levels or two contiguous grades together. This year, we have managed to maintain homogenous grouping by grade level for most classes. Kindergarten and 1st grades are being pulled together with a mix of Intermediate and Advanced ELLs whom the ESL teacher has determined would benefit from the mix. 2nd and 4th and 5th grades are being pulled out during their ELA or Social studies blocks.

Pull-out classes are scheduled so as not to conflict with primary instructional content periods delivered by the grade level teachers in Math, or Science. Conformant to CR Part 154, beginning, Intermediate ELLs are pulled during their reading or writing blocks for content support and ESL specific listening and speaking activities.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

- a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Thanks to our small size, we have the flexibility to be able to adjust our ESL schedule to ensure the mandated number of instructional minutes in ENL/ELA. Our one ESL teacher has, thus far, been able to provide services to all eligible students. Entering and Emerging students receive 2 units of 360 minutes of instruction in ENL/ESL per week, Transitioning and Expanding receive 1 unit at 90 minutes and Commanding or Proficient also receive 90 minutes Integrated ENL/ELA or other content area instruction per week as required by CR Part 154.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

PS 028K understands that teaching language through the content area is the best practice for ELLs. Therefore, we provide language instruction through the content areas. The language of instruction is in English, but for our upper house beginners, extensive use of the native languages are used (French, Arabic Spanish and Bengali), along with visuals, to present the key concepts and vocabulary of a unit. PS 28K believes that "Comprehensible Input" is the key to deep language acquisition and employs best ESL teaching practices and instructional strategies to awaken and connect to students' prior knowledge. The ESL teacher makes ample use of graphic organizers, thinking maps, visual aids, pictures and diagrams, use of advanced organizers and anticipatory guides to prepare vocabulary and content before reading to make texts more comprehensible, explicit teaching of vocabulary

items and the presentation of of vocabulary by schemata, multiple modalities to present content and teacher modified texts to make content comprehensible, as well as translation of key input into the studen'ts home languages. The Common Core directive for 50/50 literary and informational texts is being observed as are Common Core Standards for reading and writing. Extensive use of sentence and paragraph frames are used to scaffold student writing.

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

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

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

The ESL teacher tries to intergrate all four skills: Speaking, Listening,reading and Writing if not into every lesson, into every Unit. There are lessons where one of these skills will be the focus over the others, especially since the ESL teacher believes that oral recognition and practice of input should preceed writing. Students progress in each of the four skills is first and foremost being assessed on an on going basis as students work on classroom activities and the teacher uses a checklist of skill based behaviors. The ESL teacher then uses onging formative and summative classroom assessments to monitor student progress in the four skills including, running records to assess reading fluency and comprehension, Listening activities for gist or specific information to assess aural comprehension, Sentence completion excercises for grammar input, vocabulary activities to check vocabulary acquisition. Sentence and paragraph frames gradually removed show progress in writing and sentence structure. ELL Periodic Assessments and ELA Item Analysis reports are also used to assess reading and writing skills attained or in need of practice. These results are recorded in a student progress tracking tool.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Differentiation has become the watchword at PS 28K and we are cognizant of its importance in designing instruction.

a. PS 028 does not currently have any students with SIFE status. Research tells us, however that SIFES have wide academic gaps and a high level of adjusment to make to an academic environment and a high level of stress. The first step, then, is to provide them with a warm and nurturing environment where they can feel supported and not threatened. Sifes should be buddied with other students of the same home language to learn classroom routines and during class group and pairwork. Often these students will need independent computer time on some alphabet and phonics program like Starfall to start to master the alphabet in English and gain phonemic awareness of English sounds. Where there exists some fluency in the home language, Native language supports to present content should be relied upon. Generous use of visuals and diagrams is always prescribed. For the presentation of content, texts may be read aloud with visual support. Unit vocabulary should be given to the student in advance with visuals where possible and then pretaught in the Unit presentation lessons. Differentiation of product would include labeling pictures or diagram or graphic organizer completion with appropriate vocabulary or concept, matching pictures with vocabulary, simple true or false statements. Where there may already be good oral expression and listening comprehension, content presented orally with visual support may suffice for content input and sentence starters for written or discussion prompts for oral presentations, cloze paragraphs, sentence and paragraph frames to model and scaffold written output.

b. Newcomers need many of the same suppports. As most of our newcomers come to us in kindergarden and are learning their first alphabet, assimilation is usually the same as for a native speaker. Undue difficulty with retaining alphabet names and sounds or letter sound correspondance is often an indication of future lagging academic progress. As above, newcomers should be buddied, where possible, with a student of the same home language for a feeling of security and comfort and also useful for language acquisition if the student already speaks English. Ell newcomers should also be placed up front, near the teacher to improve visibility and focus on the read aloud or mini-lesson. For differentiation of product, students may have the same assignment, with a little more individual attention and scaffolding from the teacher or aid.

Higher grade newcomers are given extensive home language support to present the key concepts and vocabulary, extensive use of visuals and diagrams, word walls with pictures, vocabulary notebooks or cards, Explicit preteaching of academic vocabulary, anticipatory guides to activate prior knowledge and present key content ideas and vocabulary. Differentiation of production, depending on proficiency levels, might include any of the above type activities or assessments used for SIFES plus completion of graphic organizers, use of sentence starters and sentence/paragraph frames to model different kinds of academic writing gradually removed and again,

c. For our Developing ELLs Scaffolding and differentiation includes repeated close readings of texts (The first read aloud by the teacher to model good reading practice) so students can achieve a real familiarity with the content and vocabulary to teach explicit reading strategies and specific language objectives or to promote and model student discussions. Differentiation of production, depending on proficiency levels, might include any of the above type activities or assessments used for SIFES plus completion of graphic organizers, use of sentence and paragraph frames to model different kinds of academic writing gradually removed and posted discussion prompts to model academic discussions and Posted sentence patterns to model ways to cite evidence from a passage, for example.

d. PS 028 has no long term ELLs. Here too, research shows that this is a special population with special needs. As this group of student has often internalized a feeling of incapacity and failure, the first step is to create an environment where the Home language and culture is valorized and used in the instructional plan. Secondly, it must be instilled in these students that ability to learn is not fixed but with help and support can be measurably improved, and that success is possible. This is why teacher scaffolding should provide tasks the student can succeed in. While academic objectives should remain rigorous, explicit, vocabulary, phonics and language input especially academic language patterns like the passive voice for scientific procedure, for example, must be done to narrow the gaps for accessing complex texts, which is at the basis of the Common core. For these students also, the patterned close reading of texts is the direction to follow, using all of the above mentioned scaffolds and differentiation. As for SIFES, choosing texts that are pertinent and relevant to these students' lives and backgrounds is key to student engagement, which is the key to student success.

e. PS 028 currently has 1 student who has tested proficient and receiving 90 minutes of integrated content support per week. This consists of the ESL teacher pushing in for 30 mins 3 x a week during the social Studies mini-lesson. As this student is already reading and performing at grade level, the Differentiation here lies mostly in the writing assignments. The ESL teacher works with the classroom teacher to provide whatever scaffolding the student may need, more extended explanation, use of further visuals, organizers or diagrams for example, and guides the student where necessary to carry out the classroom teacher's independent work assignment. This may take the form of guiding questions, reminders of previous learning, use of writing checklists or exemplars of what a writing piece should look like.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

PS 028 Has never had a case of reidentification based on an appeal. In the event of such of such a request made by a parent or a teacher, PS028 is cognizant of the protocol to follow:

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student's cumulative folder.

The school based staff conducting the evaluation of the students abilities in Listening, Speaking, Reading and Writing in English would include The ESL teacher, the classroom teacher, speech provider and in the event that the child has an IEP the Special education specialist, school psychologist and social worker.

Between 6 to 12 months of the parent notification, the principal will review the re-identification decision to ensure that the students academic progress has not been adversely affected. After consultation with the qualified staff, ESL teacher, Classroom teacher, Special education teacher, Parent and the student, the principal will make the determination if the student's progress has been adversely affected or not. In the negative, the principal will provide additional support services and may reverse the determination within this same 6 to 12 month timeline. After consultation with the Superintendent the parent must be notified in their preferred language within 10 school calendar days.

8. 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?

In order to provide access to academic content areas and accelerate English language development we have equipped all classrooms with smartboards, projectors, computer stations and a variety of visuals to increase student engagement. We also have leveled libraries in all classrooms to provide students with reading materials at their independent and instructional levels. Our Science and Social Studies programs come with visuals and strategies to support ELLS including hands on activities. Guided reading, shared reading, word study and the use of advancing and assessing questions will provide teachers with immediate feedback on student learning so that they can modify their instruction during the lesson. Teachers of ELL-SWD's make ample use of graphic organizers, thinking maps, visual aids, pictures and diagrams, use of advanced organizers and anticipatory guides to prepare vocabulary and content before reading to make texts more comprehensible, explicit teaching of vocabulary items and the presentation of of vocabulary by schemata, multiple modalities to present content and teacher modified texts to make content comprehensible. Teachers incorporate specific language objectives into their content lesson plans.

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

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

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

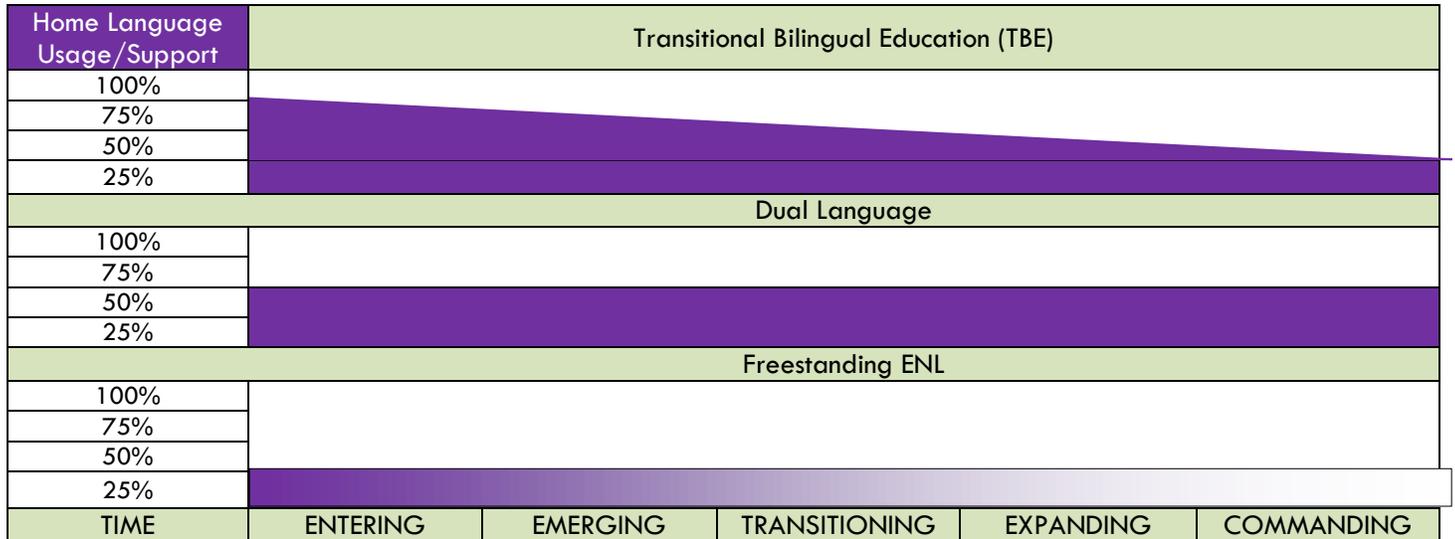


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Our plan for targeted interventions is to provide struggling students, including ELLs, with extra opportunities for support. Those extra opportunities are provided through our RTI programs that provide Academic Intervention Services in which different teachers work with target student groups in reading and math. At the start of the Academic year previous year's NYSESLAT, ELA and Math Score data are analyzed and newcomer NYSITEL results are used to determine student needs. Beginning of the year Benchmark assessments are also administered to all students and student groups are formed and further tiered intervention is planned for struggling students with special attention to the bottom third. Struggling ELLs in the bottom third receive specialized small group and individual support in reading strategies, phonics, vocabulary or math using RTI timelines to monitor progress and determine subsequent teaching steps and tiered interventions.

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

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

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

Our current program is being adjusted to ensure that it increases in its rigor and effectiveness. We have implemented close repeated readings of grade level texts to give students frequent exposure to the text on their level.

In ELA, for example, the implementation of close repeated readings of grade level texts give students familiarity with a text which is seen successively to teach vocabulary, reading strategies to make sense of a text and more explicit language input for specific writing tasks. This approach is beginning to bear its fruits.

While in the past we have had some notable suceses In Math all our curent Ells are operating below grade level with only two previously tested on the state exam at Level 2.

In science, our 4th grade Ells have usually performed at grade level and should do the same this year.

In all these content areas classroom teachers use ongoing formative assesments to check student understandings which are shared in weekly teacher team meetings to inform instruction. Periodic benchmark tasks and Unit tests are given to assess class and individual student progress and this data is reviewed monthly in grade level teacher team meetings to make needed adjustments to curriculum rollout and pacing calanders. Summative assessments, of course, are given in the State Exams in these subjects and for which Ells received the mandated accomodations.

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

We are currently seeking new programs that will meet the needs of our ELL students in literacy and math. This year we are implementing I Ready computer learning program for ELA and Math for all our students including ELLS.

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

No programs or services for ELLS currently in place will be discontinued.

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

ELLs participate fully in all school programs and are given the same opportunities as all other students in their choice of after school, special events and enrichment programs. Invitations to participate and the required parent consent forms are sent out to all students including Ells in their parents preferred language. Some of the other (not already mentioned) after school and supplemental services which have been offered to ELLs in past years include, dancing, stepping, ballroom dancing, musical instrument training (Recorder, violin, drums), numerous school trips and a wide range of special events and shows given throughout the year. Many of our ELLs and their parents have either performed in or attended our Christmas show organized by our music teacher. We have just launched our weekend academy for 4 hours of additional instruction in Math and ELA open to all students

including ELLS.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
In the classroom teacher's all use smartboards which adds visual and auditory input needed by ELLS. Classroom teachers also use visualls and word walls with pictures to assist ELLS with vocabulary. Within the pull-out program the ESL teacher draws on a variety of different resources such as Foundations phonics for emerging literacy and the Santillana Intensive English program for newcomers needing basic everyday vocabulary and letter/sound recognition. The ESL teacher also relies on the A-Z online animated projectable reading program and leveled library for read alouds and minilessons on reading strategies, phonics, tier one and two vocabulary as well as for whole language input and acquisition. The ESL teacher uses many different online sources to enhance student's point of entry into subject matter including PBS video resources, Enchanted Learning, Read, think Write, Starfall, Readworks among many others, as support materials.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Native language support is offered in Spanish and French Arabic and Bengali during instruction when needed by the ESL teacher and by several of the classroom teachers in the various grades. We have a small leveled library in these languages (to be gradually enlarged and expanded). We also use A-Z online reading library and RAZ-Kids.com which makes these resources available in Spanish and French. Children can access these at home for listening, reading and comprehension activities
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All our services and resources are chosen and planned to support and to correspond to our students' ages and grade levels. ESL students and ESL students with IEP's are by law, placed in a grade level corresponding to their age and not their proficiency level. Teachers use Native language supports to present content and differentiate to allow Ells to have multiple ways to access content and multiple ways to show their understanding of it.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
All ELL parents are given assistance before the beginning of the school year by a letter of welcome sent out in the parent's home languages by the ESL teacher describing the program, expectations on the part of students and parents, and contact information if there are problems or questions and a list of outreach services, like language lessons for parents. All school communications, including Report Cards are sent out in the parents home language. The ESL teacher ensures that new Ells who enroll during the academic year are appropriately welcomed and introduced into their new classrooms and special attention is given to introduce them to the other students and to classroom rules and routines. Where possible, newcomers are buddied with another child who can speak his/her language and facilitate his/her integration.
19. What language electives are offered to ELLs?
Language electives are not normally offered in elementary school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
PS 028 is cognizant of the fact that all teachers are teacher's of Ells and must include ENL teaching strategies and best practices in their presentation of content which can often be useful even for struggling native speakersThe professional development plan for our ELL personnel is to encourage and enable our ESL staff to take advantage of all professional development possibilities offered by The Office of English Language Learners. Our ELL teacher attends PD and turn key to the staff during the Professional Development Mondays. In addition, all teachers attend ELL PD.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
7.5 hours of Ell training for all staff (including non Ell teachers) as per Jose P will be provided by the ESL teacher. He will conduct 5 workshops that will equate to 7.5 hours so that all teachers can learn strategies to engage ELLs within the classroom.

We will not solely rely on the ESL teacher to improve the achievement of ELLs. We will explore additional professional development options as well as the Department of Education releases of their city-wide professional development offerings to satisfy the new 15% ENL or co-teaching related professional development requirement.

The ESL teacher is currently enrolled in a four day institute on Planning Lessons to Engage and Support English Language Learners. This workshop specifically addresses, among other points, the writing of both content and language objectives based on the Common core Standards. 15 minutes every Monday at teacher team meetings, The ESL teacher shares ESL insights and best practices ESL learning and teaching strategies and activities with the classroom teachers.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our Guidance Counselor works in close coordination with the ESL teacher to provide information and support for the transition of our ELL students from P.S. 28K to the Middle School of their choosing. Parents will participate in one to one conversations with the principal as well as the guidance counselor to discuss middle school options and to make the transition as seamless as possible.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

He is currently enrolled in a four day institute on Planning Lessons to Engage and Support English Language Learners. As mentioned above, 15 minutes, every Monday, during the teacher team meetings are dedicated to sharing ESL best practices and strategies with the classroom teachers.

For classroom commonbranch teacher's of ELLS, (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is being dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. All teachers are responsible for keeping the agendas and sign in sheets for all PDs attended in their own personal PD binder and the ESL teacher in his ESL Compliance Documents Binder available for inspection at any time.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The ESL teacher contacts all ELL parents in January to schedule mid-year progress report meetings to discuss student progress and suggest ways they can help their child to improve. The invitations are sent out in the parents preferred language and over the new phone interpretation service on the speaker phone will be used.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Tuesday after school time is used for ongoing parent outreach by mail or telephone for more pressing issues correspondence is sent out in the parents preferred language and over the phone communications by the over the phone hotline. Records of these communications are kept in a special log in the Student Conferencing notebook and agendas of meetings are kept with other mandated ESL documents in the ESL Compliance Documents Binder.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Many of the families we serve hold full-time jobs which limit their availability. Most parents participate in school-wide activities. They are supportive when it comes to their child's education. Throughout the year PS 028 hosts various events to reach out to the community and foster parent interest and involvement. The ESL teacher contacts ELL parents to enlist their participation in such events. Some examples of such events include The Beginning of the Year Bash held in our schoolyard and featuring barbeque, games, paint your rock, make your own jewelry and make up for the kids. Free books for the kids were distributed and a great time was had by parents and kids alike. In October, our Character Day Celebration held on a Friday evening was well attended by parents who came to see their kids perform. Many ELLs and their parents participated in our Christmas Show organized by our music teacher. Parents are regularly invited to meet the teacher's or sit in on classes.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

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

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

The parents of all our students who attend our various events seem enthusiastic and appreciative of our efforts.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual 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
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **PS028K** School Name: **Warren Prep Academy**
Superintendent:

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

In assessing our school's written translation and oral interpretation we meet with parents for an orientation session at the beginning of the school year. The ESL teacher uses the HILS form at the beginning of the year to get a first glimpse of our translation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand. In addition, all parents of new admits fill out a language preference form. All subsequent school communications to parents are sent out using their preferred home language.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The parents who have requested to receive oral and written communications in their home language have asked for:
Arabic
Spanish
French

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School documents typically disseminated every year and dates include:

1. Monthly event calendars.
2. Newsletters.
3. Parent-Teacher conference announcements.
4. Student curriculum.
5. After school program information.
6. State Testing dates.
7. Ongoing letters, announcements, invitations of various kinds. .

The ESL teacher sends out the following mandated parent communications in September within the mandated time frame:

1. Beginning of the year Welcome letter with ESL course overview and expectations with Contact number and email.
2. Continuation of services letter with latest NYSESLAT scores and student proficiency levels.
3. Notification of Proficiency letter outlining transition plan and 90 minutes of continued integrated content support for the following two years.
4. Notification of ELL status with NYSITELL results and proficiency level along with invitation to Parent Orientation Meeting.
5. Parent orientation questionnaire along with OELL Parent Brochures.
6. Information on Raz-Kids online leveled reading program and student log in.

The ESL teacher sends out the following communications on an ongoing basis:

1. Weekly Behavior and Diligence Report.
2. Unit plan and key vocabulary students are being held responsible for.
3. Positive and Negative Behavior Reports.
4. In January the ESL teacher sends out an appointment request to set up meetings with Parents to discuss student progress and next steps.
5. In April the ESL teacher sends out a NYSESLAT exam calendar to advise parents on tips for test readiness.
6. In June the ESL teacher sends out suggestions for summer reading ,ELA and Math.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

1. Parent teacher conferences :
November

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school secretary uses the Microsoft Word translation component to translate all communication sent home to parents. We also have school messenger which is a telephone communication system that allows parents to hear the messages in up to 42 different languages. The web service translates the message we write and calls the homes of our students. It is also helpful to have staff members that speak a variety of languages and are always eager to assist us with our translation and interpretation demands. For mandated ESL parent communications we use the English Language learners DOE site for parent notification letters and other documents already translated into the city's major foreign language groups. For translations of periodic ESL teacher related parent communications we relied on the DOE's translation and interpretation Unit as well as for enrollment documents from foreign countries like immunization records that need translation.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The oral interpretations in Spanish are done by staff. The new interpretation Hotline has already been used to help us with the parent and student interview of newly enrolled students with a home language other than English. This will be very useful in the future for our interpretation needs as they arise for new enrollments or any meetings with parents.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PS 028 has received the Interpretation and Translation kit from that office, including parent posters offering translation and interpretation services, brochures with the services and numbers to call have been disseminated to staff. The School Security Guard, as the first contact for incoming parents has been given the Language Identification Point Sheet and the necessary numbers to call for immediate assistance with interpretation needs.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

All of the above notification requirements are in place.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent surveys relating to school communications, including ELL language needs, are completed at the last Parent-Teachers Conference and timely steps are taken to address any issues revealed in the survey.