

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**

**14K561**

**School Name:**

**WILLIAMSBURG PREPARATORY SCHOOL**

**Principal:**

**MICHAEL SHADRICK**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The Williamsburg Preparatory School School Number (DBN): 14K561  
Grades Served: 9\_12  
School Address: 257 North 6 Street, Brooklyn, NY 11211  
Phone Number: 718-302-2306 Fax: 718-302-3726  
School Contact Person: Michael Shadrick Email Address: mshadri@schools.nyc.gov  
Principal: Michael Shadrick  
UFT Chapter Leader: Wayne Tobias  
Parents' Association President: Glendaly Toro  
SLT Chairperson: Kelly Witkowski  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Luz Lopez  
Amanda Cruz  
Student Representative(s): Amy Lopez

**District Information**

District: 14 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn, NY 11221  
Superintendent's Email Address: kwatts@schools.nyc.gov  
Phone Number: (718) 455 4539 Fax: (718) 455 4684

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Field Support Center Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201

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Bfitzge2@schools.nyc.gov

Director's Email Address:

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718-935-3954

718-935-4456

Phone Number:

Fax:

## 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 Comprehensive Educational Plan (CEP) 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)
Michael Shadrick	*Principal or Designee	
Wayne Tobias	*UFT Chapter Leader or Designee	
Glendaly Toro	*PA/PTA President or Designated Co-President	
Krista Spataro	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Amanda Cruz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Amy Lopez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
	Member/	
Luz Lopez	Parent	
Rebecca Tirado	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jenny Amador	Parent	
Kelly Witkowski	Teacher	
	Member/	

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

The Comprehensive Educational Plan 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 CEP 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 CEP 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 Comprehensive Educational Plan (CEP) 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 two (2) to 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. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

## The Quality Review 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 also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### 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 CEP 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:** 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 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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: CEP 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 Williamsburg Prep, we have a big mission. We aim to be the alternative school that Sir Ken Robinson describes in his TED Talk - the place where teachers want to work every day and the place where students want to come to learn. Most importantly, the place in which our families' hopes for their children's futures are entrusted. As such, these core beliefs guide our work.

At Williamsburg Prep, we have "3 Big Rocks" which are closely aligned with the Framework for Great Schools and which we plan to work on in the years ahead.

### 1. Supportive Environment

At Williamsburg Prep, we believe that all students can learn and everyone can get better. As a result, it is our responsibility to:

∅ Establish a **safe, supportive** learning environment where teachers want to teach and students are expected to learn;

∅ Provide an academic program and the additional support systems required to ensure that all members of our community experience success;

∅ Create a school **community** where all stakeholders – students, teachers, parents, and members of the broader community -- receive respectful and courteous treatment and are able to participate in the leadership, management and decision making of the school.

### 2. Collaborative Teachers

At Williamsburg Prep, we believe our teachers are motivated to continually improve their practice and actively seek ways to collaborate and learn from each other for that purpose. To that end, we structure our professional learning in three ways.

Ø 100% of WP teachers receive frequent feedback in bi-weekly 1:1 coaching meetings with school administrators which include actionable next steps for improvement.

Ø Our Professional Learning Plan is tailored to achieve teacher growth and improvement through bi-weekly Teacher Learning Teams (small group professional development sessions). These teams are focused on developing effective teaching practices that promote the Common Core instructional shifts.

Ø We also affirm the importance of autonomy and teacher voice through teacher facilitated Inquiry Committees. Through these committees, we seek to foster an environment where staff strive to improve their practice, address other concerns in the community and develop new support structures and systems that increase student achievement.

### 3. **Rigorous Instruction and a Strong Curriculum**

At Williamsburg Prep, we believe all students should be provided with curriculum and instruction that prepares them for life beyond high school. We have worked hard for several years to provide an engaging and relevant curriculum for our students. Some of the key decisions we have made to support the shifts towards a Common Core aligned curriculum have included:

1. Establishing double periods in ELA in grades 9 and 10;

2. Establishing Instructional Foci which prioritize key Common Core standards: engaging students in meaning-making discussion, the use of evidence in writing, and mathematical problem solving;

3. Anchoring our PD around key strategies, utilizing the professional text Core 6, which supports Common Core implementation;

4. Revising curriculum units and assessments to align them more closely to Common Core standards, as well as creating new Common Core-aligned tasks, units, and assessments.

These decisions have encouraged our teachers and teacher teams to create lessons and academic tasks which require students to confront ambiguity and create meaning; to defend arguments through speaking and writing, and; to regularly engage in tasks which are meaningful and relevant.

Our community has identified these 'Big Rocks' in order to maintain our focus throughout the year and to stay consistent with our school's long-term priorities and the core areas of The Framework for Great Schools. We believe that these goals allow us to push all of our students toward college readiness while providing the scaffolds and supports that they need to be successful.

Some evidence of the impact of this approach include:

- Williamsburg Prep received a well-developed rating on our 2015 Quality Review in domains 1.1, 3.4 and 4.2.
- Williamsburg Prep was selected to be a host school for the Learning Partners Program for the 2015-2016 academic year in the areas of Supportive Environment and Collaborative teachers.
- Williamsburg Prep was recognized by Newsweek and US News & World Report as one of the Top High Schools in America in 2014 and 2015.
- Williamsburg Prep either exceeded (student progress, student achievement, school environment and closing the achievement gap) or met (college and career readiness) on all sections of the 2014 School Quality Guide.
- Williamsburg Prep received an overall 'A' rating on the annual school progress report in 2013, 2012, 2011, 2010 and 2009.

Since 2010, 11 members of our staff have been promoted into Assistant Principal, Principal or Education Administrator positions within the DOE. In addition, 4 members of our staff are currently enrolled in leadership programs.

## 14K561 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	685	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	6	# Music	2	# Drama	1
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.4%	% Attendance Rate			90.5%
% Free Lunch	73.2%	% Reduced Lunch			8.5%
% Limited English Proficient	2.4%	% Students with Disabilities			15.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.4%	% Black or African American			20.3%
% Hispanic or Latino	66.0%	% Asian or Native Hawaiian/Pacific Islander			1.9%
% White	9.5%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.88	# of Assistant Principals (2014-15)			3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			0.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			5.26
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	77.9%	Mathematics Performance at levels 3 & 4			78.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	94.9%	% of 2nd year students who earned 10+ credits			92.3%
% of 3rd year students who earned 10+ credits	88.2%	4 Year Graduation Rate			86.8%
6 Year Graduation Rate	91.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

## 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the most recent data sources available, including the preliminary results from our 2015 Quality Review, the 2014 School Quality Guide, Attendance and Scholarship data, and the preliminary results included in the Framework for Great Schools report, we confirmed that this element of the framework is a relative strength for our school.

For example:

- During the 2014-2015 school year, we offered AP classes in the following subjects: English Literature (2), English Language (1), US History (1), Spanish (1), Environmental Science (1), and Calculus (1).
- Once again, more than 40 students each semester participated in College Now classes offered through New York City Technical College.
- We also introduced new courses – Advanced Spanish Literature, Psychology – and expanded # of sections of Pre-calculus and Earth Science.

Our most pressing areas of growth going forward are revealed in both the Preliminary Framework for Great Schools report and our analysis of our Danielson Advance ratings for the school year which revealed that we still have considerable work to do in three key areas:

1. Common Core shifts in mathematics
2. Quality of student discussion and engagement
3. Use of formative assessments and effective questioning

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

For the 2015-2016, we will improve our scores on the Framework for Great Schools report in the following areas (quality of student discussion and course clarity) in order to exceed the citywide average scores by 2% in both of these metrics.



Title 1 and FSF are utilized to provide teachers with copies of the core text for our meetings. In addition, we use these funds for the salaries of our teaching and administrative staff.

**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		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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 January 2016, 50% of all required observations will be completed and the % of Effective and Highly Effective ratings in Component 3B – Questioning and Discussion will exceed 80%

**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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the most recent data sources available, including the preliminary results from our 2015 Quality Review, the 2014 School Quality Guide, Attendance and Scholarship data, and the preliminary results included in the Framework for Great Schools report, we confirmed that this element of the framework is a relative strength for our school.

For example:

- During the 2014-2015 school year, our schools’ suspension rate and incident levels fell to historically low levels.
- Several new student support initiatives were piloted this year including: peer mentoring between 12<sup>th</sup> graders and 9<sup>th</sup> graders, piloting peer writing support in grade 9 ELA classes and peer feedback in grade 9 Global history courses.
- The reestablishment of our school’s chapter of the National Honor Society.
- The expansion of our extracurricular activities through student clubs.
- The introduction of new procedures to orient new students to our school and to review our expectations for student behavior, effort and growth mindset.

Our most pressing areas of growth remains improving our schools advisory model to improve school/family communication and the timely monitoring of student achievement and when necessary, to provide effective interventions targeted to specific areas of growth.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Williamsburg Preparatory School will institute a Senior/Freshman mentoring program that serves 25 students in each grade.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Utilizing teacher recommendations and student interviews, we will pair the seniors with freshmen and set goals directly aligned to the freshmen students' needs</p>	<p>School community Freshmen struggling with transition to high school</p>	<p>Completed by mid-October</p>	<p>Guidance team collaborating with Vulnerable Kids Committee</p>
<p>Kick off event to publicize the work and educate our community of the mentoring program; work with teachers during 1:1 meetings around ways to support the mentoring program in their interactions with advisees</p>	<p>Students without strong adult connections Honor Roll students paired with students in need of improvement</p>	<p>Completed by mid-October</p>	<p>Guidance team collaborating with Vulnerable Kids Committee</p>
<p>Utilize data from June 2015 to pair students without strong adult connections in the school with our strongest advisors, allowing us to engage these students in the school community and more closely monitor their needs</p>		<p>Completed by mid-September</p>	<p>Programming in collaboration with Vulnerable Kids Committee</p>
<p>Organize a schedule of classrooms run by teachers during lunch periods to provide space for tutoring; utilize teacher recommendations to assign tutors and tutees</p>		<p>November 1, 2015</p>	<p>Grade teams</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Title 1 and FSF are utilized to fund teacher, Guidance, and Administrative staff and provide for tutoring, after-school and summer school programming.</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>
<p>By January 2016, 25 pairs of students will be matched by the Guidance office and students will have completed at least 2 meetings.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the most recent data sources available, including the preliminary results from our 2015 Quality Review, the 2014 School Quality Guide, Attendance and Scholarship data, and the preliminary results included in the Framework for Great Schools report, we confirmed that this element of the framework is a relative strength for our school.

For example:

- During the 2014-2015 school year, we a well-developed rating for this metric on the annual Quality Review.
- In June 2015, our school was selected to participate as a host school in the Learning Partners Program in this area.
- Our teacher led committees initiated several new projects including: introducing new school activities, using focus groups to assess student voice and feedback, studying the feasibility of standard based grading and identifying key areas for improvement in identifying and supporting potentially vulnerable kids.
- Our continued school-wide examination of the text Core 6 and the implementation of the key strategies outlined in that work.
- Several of our departments engaged in data analysis (Global History), looking at student work (ELA and Algebra) and group reflection/reduction on the academic standards (Living Environment).

Our most pressing areas of growth going forward are revealed in the Preliminary Framework for Great Schools report in the area of Quality of Professional Development.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of Williamsburg Preparatory School teachers will participate in teacher teams for 90 minutes per week using an inquiry approach and implementing cycles of learning to promote teacher leadership and increase student achievement. 100% of teams will update community on status of projects in January mid-year share fair and at June Chancellor’s day presentation.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Weekly teachers will meet in Teacher Support Teams, organized by content and grade (i.e. 9/10 ELA and Global versus Math &amp; Science) to student strategies for strengthening questioning and discussion in the classroom and to attend to school-wide community development.</p>	<p>Teacher teams</p>	<p>Bi-weekly from Sept to June</p>	<p>Administrative team will facilitate the meetings</p>
<p>Three times per month teachers will meet in self-selected Inquiry Committees, engaging in professional reading and active inquiry into student-driven writing center, Common Core math applications, Mastery Grading, and creating structures to support our most vulnerable students.</p>	<p>Teacher teams</p>	<p>3x per week from Sept to June</p>	<p>Both teachers and administrators will lead teams</p>
<p>Bi-monthly teachers will meet in grade teams to monitor student progress and organize events to increase student achievement, such as group intervention meetings and a Most Improved Student lunch.</p>	<p>Struggling students, by grade</p>	<p>Bi-monthly from Sept to June</p>	<p>Grade teams</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title 1 and FSF are utilized to fund teacher, Guidance, and Administrative staff and provide for tutoring, after-school and summer school programming.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		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, 100% of Teacher Learning Teams, Inquiry Committees and Grade Level Teams will submit reflective analysis of work to date with successes and actionable next steps.

**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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the most recent data sources available, including the preliminary results from our 2015 Quality Review, the 2014 School Quality Guide, Attendance and Scholarship data, and the preliminary results included in the Framework for Great Schools report, we confirmed that this element of the framework is an area in which we can see improvement with new structures and systems.

For example:

- During the 2014-2015 school year, we offered AP classes in the following subjects: English Literature (2), English Language (1), US History (1), Spanish (1), Environmental Science (1), and Calculus (1).
- Once again, more than 40 students each semester participated in College Now classes offered through New York City Technical College.
- We also introduced new courses – Advanced Spanish Literature, Psychology – and expanded # of sections of Pre-calculus and Earth Science.

Our most pressing areas of growth going forward are revealed in our results from our 2015 Quality review where received Proficient ratings in 1.2 Pedagogy and 2.2 Assessment.

### **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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, as a result of focused inquiry work, collaborative professional development and commitment to the Instructional Focus at Williamsburg Preparatory School, there will be at least a 3% increase in achievement levels on all Regents’ exams as evidenced by the 2015 School Quality Guide.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title 1 and FSF are utilized to fund teacher, Guidance, and Administrative staff and provide for tutoring, after-school and summer school programming.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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>
<p>By February 2016, all regents culminating courses will administer mid-term assessment and submit data analysis findings which include: Strengths, Topics for re-teaching and specific students in need of additional support and assistance.</p>
<p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

## 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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.

After reviewing the most recent data sources available, including the preliminary results from our 2015 Quality Review, the 2014 School Quality Guide, Attendance and Scholarship data, and the preliminary results included in the Framework for Great Schools report, we confirmed that this is the area in which we have the most room to improve in spite of the efforts we have made in the past. Specifically, we will seek to improve our communication and outreach with families as these are areas specifically targeted in the Framework for Great Schools.

### 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 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Parent responses to survey questions 1A, 1B, 1C, will increase by 2% over 2015 levels as measured by the annual school survey. These questions measure the outreach between the school and measure how often parents have:

- A. had an in-person parent-teacher meeting.
- B. volunteered time to support this school (for example, volunteered in classrooms, helped with school-wide events, etc.)
- C. communicated with your child's teacher about your child's performance.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Creation of a weekly email newsletter for parents to update them on events at the school</p>	<p>Parent community</p>	<p>Weekly from November to June</p>	<p>Administrative team will oversee newsletter; Parent Coordinator will maintain email list</p>
<p>Moving our parent outreach time to the morning, to allow for more parents to attend meetings with their child's advisor early in the morning</p>	<p>Advisees' parents</p>	<p>Weekly from Sept to June</p>	<p>Advisors</p>
<p>Formalize celebrating our students and families by inviting all honor roll, principal's list, 'Ship winners and most improved students' parents to PTA meetings to receive an award and a t-shirt.</p>	<p>Families of recognized students</p>	<p>Quarterly</p>	<p>Parent Coordinator in coordination with administrative team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Title 1 and FSF are utilized to fund teacher, Guidance, and Administrative staff and provide for tutoring, after-school and summer school programming. In addition, Title 1 funds are used to improve communication with the families of our students.</p>											
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> 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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By January 2016, 50% of parents will enroll to receive weekly newsletter from school and over 50 parents will attend our January Saturday summit program.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	ELA	Students who have not passed or achieved a college ready score in ELA	Intensive Writing and vocabulary review	Tutoring
<b>Mathematics</b>	Students who have not passed or achieved a college ready score in Math	Guided practice and math fluency drills.	Tutoring	
<b>Science</b>	Students who have not passed or achieved a college ready score in Science	Guided practice and targeted reading/writing skills	Tutoring	After-school, lunchtime and Saturday tutoring
<b>Social Studies</b>	Students who have previously taken and failed Global and/or US History Regents	Intensive Writing and subject specific vocabulary review	Tutoring	After-school, lunchtime and Saturday tutoring
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	NA	NA	NA	NA

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### 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.
All current teachers are highly qualified and our hiring and PD Committee will work to support that all staff remain up to date and implement effective strategies to assist all of our students In addition, we canvas extensively and seek to hire the best available candidates possible. As part of our process, all teachers participate in phone interviews, group panel interviews and demonstration lessons.

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
All teachers participate in weekly PD with their assigned Teacher Support Team. In addition, several staff members participate in Lead Teacher PD through our CFN

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 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).
NA

**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/info, early intervention services, etc.).
NA

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

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

<p><b>Directions:</b> 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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><sup>2</sup>. <b>On the chart below</b>, 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	472,345.00	x	13, 15,17,19,21
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,656,514.00	x	13,15,17,19,21

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 Priority and Focus School Improvement Funding:** 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.

- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

**Section 9: 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 CEP 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. **The Williamsburg Preparatory School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **The Williamsburg Preparatory School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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. 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 Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, 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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### **School-Parent Compact (SPC) Template**

**[School name]** , 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 Common Core State Standards to enable participating children to meet the State’s Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

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

**A. School Information**

District <b>14</b>	Borough	School Number <b>561</b>
School Name <b>Williamsburg Prep High School</b>		

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

Principal <b>Michael Shadrick</b>	Assistant Principal <b>Amy Pichler</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>Lauren Giunta/ ENL</b>	School Counselor <b>Michael Wilder</b>
Teacher/Subject Area <b>Chloe Pinkerton SPED</b>	Parent <b>Luz Lopez</b>
Teacher/Subject Area <b>Kelly Witkowski ESL</b>	Parent Coordinator <b>Lisa Staszewski</b>
Related-Service Provider <b>n/a</b>	Borough Field Support Center Staff Member <b>n/a</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title) <b>Eileen Bell/Guidance</b>

**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	<b>2</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	

Number of certified ENL teachers <u>not</u> 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	
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### D. Student Demographics

Total number of students in school (excluding pre-K)	664	Total number of ELLs	45	ELLs as share of total student population (%)	6.786.78%
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<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

### A. ELL Programs

#### 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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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	45	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	1
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	22	Long-Term (ELLs receiving service 7 or more years)	20

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		
<b>Newcomer ELLs (0-3 years of service)</b>	<b>Developing ELLs (4-6 years of service)</b>	<b>Long-Term ELLs (receiving 7 or more years of service)</b>

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										00
DL										00
ENL	3			22			20			4545
<b>Total</b>	<b>33</b>	<b>00</b>	<b>00</b>	<b>2222</b>	<b>00</b>	<b>00</b>	<b>2020</b>	<b>00</b>	<b>00</b>	<b>4545</b>

Number of ELLs who have an alternate placement paraprofessional: 0

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
														00
														00
														00
<b>TOTAL</b>	<b>00</b>													

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
																			00	00
																			00	00
																			00	00
<b>TOTAL</b>	<b>00</b>																			

\* 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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
<b>TOTAL</b>	00	00	00	00	00	00	00	00	00	00

**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										12	9	8	2	<b>313</b> 1
Chinese											2		1	<b>33</b>
Russian														<b>00</b>
Bengali										1			1	<b>22</b>
Urdu														<b>00</b>
Arabic											1			<b>11</b>
Haitian														<b>00</b>
French											1			<b>11</b>

Korean															00
Punjabi															00
Polish											1		2	33	
Albanian														00	
Other										1	1		2	44	
<b>TOTAL</b>	<b>00</b>	<b>1414</b>	<b>1515</b>	<b>88</b>	<b>88</b>	<b>4545</b>									

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														00
Emerging (Low Intermediate)										1	0	1	1	33
Transitioning (High Intermediate)										5	3	3	2	1313
Expanding (Advanced)										3	12	3	2	2020
Commanding (Proficient)										2	1	3	3	99
Total	00	00	00	00	00	00	00	00	00	1111	1616	1010	88	4545

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														00

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														00

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					00
4					00
5					00
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									00
4									00
5									00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									00
8									00
NYSAA Bilingual (SWD)									00

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	11		7	
Integrated Algebra	12		11	
Geometry	2		1	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	13		9	
Physics	4		1	
Global History and Geography	13		7	
US History and Government	7		6	
Foreign Language	7	7	7	7
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	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.

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

We had a newcomer enter our school and was assessed in literacy using native language poetry and creative writing samples. A student will not only read the sample aloud in English or native language if needed but also create their own writing. Typically a simple "who I am" statement noting their name, where they come from, some information about their family and what they are looking forward to learning about will do. Based on their grammar and organization we can require further testing. This sample can be done in their native language if necessary. If the samples are still unclear retrieving grade levels, our speech teacher Ms. Clarke can use BADER to test their literacy levels. We are able to determine literacy in English or Spanish using BADER.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Most intermediate and advanced ELLs are proficient in speaking and listening and score lower on reading or writing. This reveals that speaking and listening come easier for our current population and that those skills can be utilized to create higher modalities in writing or reading. Many of our ELLs are in smaller ELA classes or double periods with a co teacher depending on their grade level.

We have 8 ELLs who also have IEPs or Speech supports. 6 out of 7 of those have 6 or more years of ESL, making them long-term ELLs. The testing data, as well as the in-class student work shows that students with special needs are unable to test proficient as a result of their literacy struggles in their native language and their new language, English.

- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

We use the AMAO to measure progress toward our students' goals of English proficiency. This helps us to identify issues early and before it becomes a problem. The data revealed that the majority of our highest (red, i.e. 5 and above) are 9th graders. The least amount of highly at risk students are upper classmen. That reveals

that some of our early intervention strategies are working and it highlights the importance of ensuring that we put the strategies into place for each child in need. In addition, the data revealed that a majority of our at-risk students do not speak English at home, but predominately Spanish. These reveals to us the need to increase our Spanish-speaking supports for families and students, such as ensuring we have translators available for parents and ensuring that parents are aware of this support.

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?

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
6. How do you make sure that a child's second language development is considered in instructional decisions?

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

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?

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We measure our success based on student performance and grades within their scheduled courses, credits accumulated and on students performance on required New York State Regents exams as well as performance on the NYSESLAT.

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.

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

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

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

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

The NYSITELL is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. The test

is administered individually and can take anywhere from 5 minutes to over an hour (particularly for students in grades 2 and up who have to take listening, speaking, reading and writing tests). Students who need to take the LAB-R must be tested within 10 days of enrolling at our school.

Ms. Giunta, the ESL coordinator grades the exams using an answer key. She uses the score chart to see what level the student is. The cut score chart tells if the student scored at the beginning/intermediate or advanced level, making them eligible for ESL services. If the student's score is higher than the range for the advanced level, the student is considered proficient in English and is ineligible for ESL services.

For all students whose home language is Spanish, we administer the Spanish NYSITELL to determine the student's proficiency in Spanish. We have several bilingual staff members who can administer the Spanish Lab. Those pedagogues are Lauren Giunta, Amy Pichler, Nathan Thornhill, Marisol Nunez-Garcia, Jared Bezzant and Nardy Torres.

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

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

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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. SIFE Identification process is to administer the oral interview questionnaire. Initial SIFE status must be indicated in the DOE's data collection system no later than 30 days from initial enrollment.

We usually will create a questionnaire in the student's native language asking questions regarding school history and classes taken. We can also cross-reference the transcripts and notice gaps in their education. The Guidance Counselor and the ESL coordinator work together on this. Many times, we will reach out to the Speech teacher and SPED team who have the BADER program. We can determine literacy levels in English and Spanish using BADER. A collection of student work from the humanities and science classes are also looked at by the ESL coordinator, advisory and counselors to determine if an IEP or speech services could be needed in the future.

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).

NYSITELL eligibility for students entering school with IEPs must be based on the determination of the Language Proficiency Team which include, the principal/ Assistant Principal, a certified ESL teacher (TESOL

Certified), the director of Special Education and the student's parent/guardian. The LPT determines whether the student should take the NYSITELL. The LPT should consider evidence of the student's English language development, including, but not limited to the following:

- The result of Step 1 (see above) .
- The student's history of language use in the school and home or community.
- The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language.
- Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

2. Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

\*If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL.

\* If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review.

\*The principal must accept or reject this recommendation.

\* If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student.

\* If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian must be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision is made by the superintendent or superintendent's designee.

In addition, ELLs are placed within their proper program within a day or two of admittance into the school. Changes can be made within first few weeks of school as the team determines necessary. The LPT will determine the recommendation can happen within 20 days. Recognizing that this is a generous amount of time, typically we will create a recommendation or identification in 5 days.

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.

We print Entitlement Letters to inform families that their student was tested using the LAB-R and determined to be an ELL. Once a family is informed they are invited for an orientation to inform them of the current ESL program, we also send out Non-Entitlement letters to parents whose child was tested but they are ineligible for ESL. Students who are enrolled in ESL and are still eligible according to their NYSESLAT scores will have continued entitlement letters sent home.

Once students score proficient on the NYSESLAT their parents will receive a Transition Letter. This letter informs parents that students no longer are eligible for ESL services. All letters can be printed out on the DOE website in several languages. The parent coordinator and ESL coordinator combine efforts to keep record of

which families get which letters each year. This is accomplished by making a record of which families get which letters, making photocopies of every letter we send out, having parents return signed letters, or having parents sign a list as they receive the letter.

ATS reports are a constant source of information for the ESL coordinator, Lauren Giunta to identify ELLs. Once the ATS information about the NYSESLAT is available there are a few reports that she prints out. One report is the test history report (ATS code REXH) which lists every student's scores for any city or state test they have taken. There is also a report she utilizes called the RLAT which provides her with a list of all ESL eligible students.

For the test history report, look to see which students have a "LAT" score for the current year. If a student has a "LAT" score it means he or she took the NYSESLAT, and the letters and digits next to the "LAT" tell you the last time the student took the test. For example, "SP09" means the student took the NYSESLAT in the spring of 2009. Across from the LAT listing is a letter that tells you the final decision for the student's level of English Proficiency. The letters you may see include:

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

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

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).

Our school assigned an ESL coordinator, Lauren Giunta to manage the re-identification process. We established protocols and assigned qualified and trained staff to manage both the initial and re-identification process.

If a student's ELL status is determined to be a non-ELL as a result of the Re-identification Process, the student will not be counted as an ELL for statistical or reporting needs. Additionally, the student will be considered a "never" ELL and is not entitled to ELL testing accommodations or to be reviewed under ELL promotion policy. The student will not need to take the NYSESLAT.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. 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.

Phase 2 Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services 4 A bilingual or English to speakers of other languages teacher, certified pursuant to CR Part 80, who is fluent in the home language of the student and parent or guardian, or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands, or (2) a teacher who is certified pursuant to CR Part 80, and has been trained in cultural competency, language development and the needs of

English language learners, and who is proficient in the home language of the student or parent or guardian or uses a qualified interpreter/translator of the language or mode of communication the student or parent or guardian best understands. NYCDOE | 25 to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days. In addition, it should be noted that copies of letters are filed and maintained by the pupil accounting secretary in the student's permanent record.

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.

Parents are the sole determinants of the ELL programs their children receive, initially and in subsequent years. Schools must notify parents of their child's eligibility for ELL services and provide information and program selection through parent orientations (in the parents' preferred languages), following the steps outlined below. Schools may not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs.

1. When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school.
2. To inform parents of these options, schools must provide parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English must be recorded using existing procedures established in the school. During the orientation, schools also provide information on standards, curriculum, and assessments. The parent orientation session must also provide a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a new language (formerly English as a second language but now referred to as ENL) programs. The orientation must be in a language or mode of communication that the parent or guardian best understands. Schools should contact the Translation and Interpretation Unit if they require an interpreter for any language that is not spoken by the school staff.
3. After parents are informed of all three program models at the parent orientation, schools must provide parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice.
4. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school.

5. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades
- In grades 9 to 12, 20 or more ELL students who speak the same language in one grade

6. Schools are responsible for entering parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice should be entered as noted on the selection form, regardless of whether that choice is currently offered at the school.

7. Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child, and must be retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form can be provided to the parent upon request.

Pedagogues and licenses available at Williamsburg Preparatory High School:

Lauren Giunta - ESL

Kelly Witkowski - ESL

Matthew Thorry - ESL / Science content

Carolyn Santana - bilingual college counselor

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.

The Parent Coordinator Lisa Staszeweki and the ESL Lauren Giunta ensure parent surveys and program selection forms are distributed and returned in a timely manner in the first two weeks of a newly enrolled ELL's admittance into the school. As per CR part 154.2 if a form is not returned, the default program for ELLs is bilingual education. All distribution of parent surveys and program selection forms are done in the initial intake process. School based support staff, as well as guidance counselors. Translation is made available through the Translation Unit and we have bilingual staff on campus as well. The ESL team and Unit monitor the program parent choice utilizing the surveys and self-created forms, put together in a filing system. Thus far 100% of parents have chosen ESL, we have not need to create outreach to inform parents of a TBE / DL program.

All parent choices must be entered into ATS, if we do not receive the parent survey and program select form back after two days we call the families to discuss their options again and remind them to please send back the forms with their choice. If after 5 days the forms are not returned the student must be placed in a bilingual program if one exists at the school; otherwise, the student is placed in ENL. The school must document and include attempts to gather initial parent selection preference; documentation should be maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey must be counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows:

- In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades
- In grades 9 to 12, 20 or more ELL students who speak the same language in one grade

The staff that are trained to manage re-identification process are ESL coordinator Lauren Giunta, ESL teacher Kelly W. , Assistant Principals Mr. Termini and Ms. Pichler.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Our Parent Coordinator along with our ENL coordinator insure that all parent surveys and program selections forms are completed and returned. The initial parent choice is recorded in the ELL Parent Choice Update screen (ELPC) in ATS. After the initial parent choice is documented in ELPC, parents may change their choice at any time by writing to the principal or designee. All subsequent changes to parent choice, after capture of initial parent choice, can be made on the BNDC screen.

The Parent Survey ELL Policy and Reference Guide Program Selection Form must be completed and placed in the student's cumulative folder (along with any subsequent written consent to change ELL program choice). The DOE monitors implementation of the required ELL program parent choice process. The ELPC screen was created in ATS for schools to record the initial ELL program parent choice for all new admits who are identified as ELLs. This function lists students admitted within the current school year whose ELL/LEP Flag is either "Y" or "E." For students who are administered the NYSITELL and identified as ELLs, we will enter whether the parent was provided an parent orientation explaining the three ELL programs offered in New York City and the parent's initial choice of program. We will complete this screen for each newly identified ELL. We are aware that we have 10 school calendar days to identify ELLs, to administer the Spanish LAB when appropriate, to conduct the parent orientation, and to place the student in the ELL program that was selected by the parent/guardian. Schools have an additional 10 school calendar days to complete the ELPC screen. Since only ELLs must have a parent choice and ELL status is determined by a valid NYSITELL score, any parent choice provided without the supported assessment data will be considered out of compliance.

9. Describe how your school ensures that placement parent notification letters are distributed.

Our Parent Coordinator along with our ENL coordinator insure that all placement parent notification letters are distributed. The school ensures that parent notification letters are distributed in the initial intake process face-to-face meeting, which takes place at the school. The Parent Coordinator, the ESL coordinator, the Assistant Principal and Counselor are all involved and are directly involved to ensure paperwork is correctly distributed and collected for filing.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation are maintained by the pupil accounting secretary. The ESL coordinator, the parent coordinator, the counselors all help to ensure the documentation is returned and maintained. Each student at our school has a cumulative file that is maintained with letters and documents.

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.

- The RLER report is utilized to determine students eligible for the NYSESLAT.
- Students are informed they are taking the NYSESLAT by their ESL teachers in a verbal as well as written format.
- A permission slip is utilized to alert parents and other teachers of dates and times.
- The ESL Coordinator programs all ELLs for the exam in April. She notifies parents of the student via letter mailed home and also distributes the notification to each student in person.
- She coordinates a space with the Testing Coordinator, Joe Termini.
- The test is administered over the course of 2 days with a third day built in for makeups.
- Any pull out students can take portions of the test during those times. Push in students take the test during their push in period.
- A group of Junior and Senior ELL's who are scheduled for a small English class with another ESL certified teacher, Ms. Witkowski, take the exam in that class. Students prepare for the test during ESL, AIS or classtime.
- The testing coordinator and Ms. Giunta utilize the entire week to package, coordinate and administer the test although the test is a 2 day exam in our school.
- The students receive a pizza lunch since they are missing classes and lunch that day.
- The speaking exams are administered by Ms. Giunta and Ms. Kelly in pull out sessions intermittently throughout the month.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Parent notification letters are distributed by the ESL team, Giunta and Witkowski. Continued entitlement letters are sent home via mail and backpacked with students and copies are maintained in the school with the pupil accounting secretary. Once the NYSESLAT results are in letters are sent to parents before the beginning of the school year to inform them that their child will continue getting support and services.

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).

One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. The ESL Coordinator, Ms. Giunta will create a bilingual program with the administration if the demand is there. Outreach will be made through our bilingual parent coordinators, Lisa Staszewski and Marisol Nunez for our Spanish Speaking Parents. The parents will join a workshop and be involved in the creation of the program.

## 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.

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

The primary goals of this program is as follows:

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

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

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.

- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that the ESL teacher can meet the needs of the targeted group during push in classes.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.
- The pull out model is used mostly with newcomers and beginners for social and language enrichment. Pull out ESL classes are created and implemented to support academic as well as social language acquisition. These classes are scheduled during lunch, physical education or electives. The school is careful never to pull students out of classes more than twice a week from the same course. It is important that newcomers as well as all ELLs are acclimated to our school culture and that means being inclusive and remaining in classes with their peers.
- At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs.
- Our former ELLs are also involved with the programming of ENL students. We consider them to be students who still require supports in the way of time, small settings and native language supports or visual aids where applicable. We have added an elective with a humanities focus this year for Advanced and Former ELLs called “current events”. Its is taught by an ESL pedagogue and is intended to not only strengthen verbal and writing skills in a Socratic seminar environment but create transferable skills for their other classes.

b. TBE program. *If applicable.*

c. DL program. *If applicable.*

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)?

See above

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.

See above

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

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

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

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

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

The plan is as follows:

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

One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

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

- b. NEWCOMERS:** Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share the same native language or home country.
- c. ELLS receiving 4-6 years:** These students need an intensive AIS program to ensure they will not be Long Term ELLs. An instructional plan that ensures progress should be created to target their needs. Progress should be documented and maintained. Teachers should collaborate and meet to maintain progress.
- d. LONG TERM ELLS:** 6 years or more. Long term ELLs need instructional plans. Their classed should be restructured to programs to address specific needs. Since academic language is very important to student success, teachers should increase academic language in a small setting. They can utilize AIS to target the needs of ELL students utilizing running records, writing samples and assistance from foreign language teachers. An educational plan that maintains continuity by remanding the student in the same program (i.e. transitional bilingual or ESL program) and supportive services in their native language is the most beneficial.
- e. Former ELLS:** Once ELLs test out of the freestanding ESL program at our school, they can still receive services. Parents can also request that their child stays in the ESL program through the parent selection letters sent home each year. Service is maintained via testing accommodations. The school can create AIS or language enrichment program for the student if applicable to make sure they are performing at grade level. Communication must be open and consistent with parents. Students are allotted two years of support after testing proficient. Programming and Scheduling Information

7. 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.

Student takes NYSESLAT and state ELA or state ELA Regents as applicable Continues to receive support and ELL testing accommodations for as many years in high school. If the Student does not obtain

proficient/commanding on NYSESLAT and student does not obtain advanced/expanding on NYSESLAT and 3 or 4 on ELA exam OR Student continues as an ELL and takes the NYSESLAT and ELA exams until testing out.

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?

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

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

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### 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	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

NYSED.gov

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

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### 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 Dually Certified Teacher</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

NYSED.gov

\*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.

Home Language Usage/Support	Transitional Bilingual Education (TBE)					
100%						
75%						
50%						
25%						
Dual Language						
100%						
75%						
50%						
25%						
Freestanding ENL						
100%						
75%						
50%						
25%						
TIME	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING	

#### 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 school offers a range of intervention services in ELA, math, and other content areas to target ELL subgroups properly. Students receive services on a differentiated basis. Each student receives AIS through an individualized plan.

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

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

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science co-teachers who, in concert with individual science

teachers, target specific ELL students during regularly scheduled Regents science class periods. Both of these in-class tutors have extensive backgrounds in science. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science teachers, as well as volunteer students proficient in science. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Saturdays leading up to the science Regents exams in January and June.

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

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

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

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

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

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

We are not discontinuing any programs

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

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

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.

Instructional Materials: As our ELL population increases, we are reflecting on creating a class of heterogeneous native Spanish speakers, consisting of ELLs and non-ELLs. This NLA arts class would be taught by one of our bilingual staff members. The instructional materials used in NLA would consist of bilingual and native language texts. Our ESL teacher is currently training herself and her students to use Rosetta Stone language technology. ESL students from every sub- population use a BBC ESL, podcasts and translator programs in to balance between literacy in native and second language. The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / grade level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Currently our only program model is ESL. One way in which we provide native language supports is that the ESL libraries contain age and language level appropriate texts such as graphic novels, and native language books and dictionaries. Supplementary Programs include Attanasio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

We have a school based support team, which includes the ENL team, all Administration, the Programmer and the Guidance counselors. All these members work together to ensure the ELLs receive mandated minutes of support as well as schedules that are a good match for their skills and personalities. In addition to credits, students exam histories are weighed when creating proper schedules. Our schools uses the minutes per part 154 in the Chancellor's Regulations. Our administration is flexible in case the ESL coordinator suggests a change or asks a class be given or changed to meet a students' needs. All ESL students are given the same time, and care in scheduling as other students and are offered the same activities.

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).

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

- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, NLA, and ESL. Additionally, activity clubs in art and dance are offered. Attendance rates are at over 90% for this outreach program.
- Saturday Parent Academy: ESL classes are offered to parents, accompanied by parenting workshops delivered in Spanish by school staff on various topics of interest, including technology classes. This has also been a very successful program.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day, the Annual Parent Fair, and the Pan American

Day Festival. At these events, the school and community can come together to recognize student achievements in arts and academics.

•Translation and Interpretation Services: These services are offered to increase the involvement of parents in the TBE program, additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

•Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture

19. What language electives are offered to ELLs?

Spanish year 2, year 3 and AP Spanish.

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)?

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

## **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.)

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

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?

Professional development curriculum in 2015-16 is focused on professional learning communities using the strategies outlined in the books, Academic Conversations by Zwiers & Crawford and Focus by Schmoker. These books provide teachers with materials and resources about a particular skills, such as inferencing and synthesizing, and assist with creating lesson activities aligned to the National Common Core Learning Standards. These PD sessions occur in two formats. First we have divided our entire staff into 3 Teacher Support Teams. Each team is led by the Principal Mike Shadrick or one of the Assistant Principals (Joe Termini or Amy Murphy). These teams meet weekly in order to help teacher acquire and implement various teaching techniques. Teachers meet as a staff for PD after school for an hour twice a month.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided previously by our CFN and now provided by our new support team.

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.

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

- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.
- Our ESL teacher and Assistant Principal have received LAP, EPIC training. We create the following programs in an effort to assist our ELL students as they transition from middle to high school.
- Summer Bridge Program
- Advisory with their ESL teachers To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.

### 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 school provides opportunities for parents of ELLs to discuss goals for their child as well as progress in proficiency and language development on an ongoing basis. Parent meetings and phone/email outreach are encouraged every Tuesday morning. This is a weekly space where ESL teachers as well as content and Special Ed. teachers can allow parents to know how their child is performing overall or focus on one or two goals they have discussed. Translation and Interpretation is provided via the DOE and their phone interpretation unit if needed. Languages such as Polish and Spanish are spoken by several pedagogues at the school. The staff is able to share goals and progress of ELLs using intranet surveys as well as weekly meetings and email.

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.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

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

- Parent Focus Groups 2 times a year (September and February) with translation services in Spanish.
- Parent Surveys are provided in the native language of the student's families.

•Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Jupitergrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.

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

School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls which can be translated into Spanish, French, and Polish. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls is made daily.

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

Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, and Freshmen Bridge, to help integrate families into school culture. Personalized JupiterGrades tutoring is offered at every Parent Teacher Night and major school gatherings as well as 2 times a year at PTA Meetings.

Our school does partner with Community Based Organizations, such as the Arab-American Family Service Group, El Puente and the Greenpoint YMCA. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy. The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families through our advisory program is encouraged. The ESL teacher also continually reaches out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.  
ste response to questions here.

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

Our Spanish teacher, Ms. Nunez-Garcia has become our community outreach liaison for Spanish speaking families. In this capacity Ms. Nunez-Garcia offers a parent orientation aimed specifically at these parents to introduce parents to our school, the learning expectations around the shift to the Common Core,

and an overview of the schedule for each grade level. She provides translation services and helps our ESL families to access Jupiter Grades and other online resources.

#### **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.

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

**School Name: Williamsburg Preperatory HS**

**School DBN: 561**

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)
Michael Shadrick	Principal		11/1/15
Amy Murphy	Assistant Principal		11/1/15
Lisa Staszewski	Parent Coordinator		11/1/15
Lauren Giunta	ENL/Bilingual Teacher		11/1/15
Luz Lopez	Parent		11/1/15
Chloe Pinkerton	Teacher/Subject Area		11/1/15
Kelly Ann Witkowski	ENL teacher		11/1/15
	Coach		11/1/15
	Coach		11/1/15
Michael Wilder	School Counselor		11/1/15
Karen Watts	Superintendent		11/1/15
	Borough Field Support Center Staff Member		11/1/15
Eileen Bell	Other <u>Guidance</u>		11/1/15
	Other		11/1/15
	Other		11/1/15

## **2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN:** 14K561      **School Name:** Williamsburg Preparatory School  
**Superintendent:** Karen Watts

### **Before you begin, please check the following:**

- X Principal has designated a Language Access Coordinator (LAC) in Galaxy
- x The LAC has attended an in-person or online training ([www.learndoe.org/tiu/lac](http://www.learndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- X 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.

The LAC team uses the following forms of data to determine parents language needs: Student Record Completed by the school or enrollment office during the point of initial admissions, Home Language Identification Survey (HLIS) – Completed by all parents during the point of initial enrollment, Emergency Contact Card (ECC) Completed by all parents at the beginning of every school year, upon enrollment in a new school, and

In addition, we use the following reports in ATS to generate the Parents' Preferred Language Report: > Citywide/District Language Report (RCPL) > School Level Emergency Contact Form (RECF) > School Level Emergency Contact Form (RECF) > School Level Adult Preferred Language Rep.

Our school determines within 10 days of a student's enrollment the primary language spoken by the student enrolled in the school, and if such language is not English, whether the parent requires language services in order to communicate effectively with the school. Our Parent Coordinator determines this need in the parent's preferred language. She will give a HLIS in the appropriate language.

The ESL coordinator will do an informal interview with the family. If someone who speaks the family

is available we will use them to communicate part of the intake process. If not the family may bring family who is above 18 years old to have the first 'interview' with the school. The parent coordinator will gather information such as primary language of each parent and the language they would prefer correspondence. That information is then input into ATS in the Geographical Information System by the accounting secretary.

The LAC team shall maintain an appropriate and current record of the primary language of each parent. This record must be maintained in ATS and on the student emergency card. In addition each advisor for the student must maintain a second record on Jupitergrades. Jupitergrades is a school-wide shared computer application that all teachers use. Each teacher can see what is the preferred language in real time on the computer.

When teachers make phone calls home, they can note which language they will use on Jupitergrades. Teachers can request a teacher for translating help. Our teachers and staff speak the following languages: English, Polish, Russian, Hindi, Spanish, Italian, and Hebrew, and German.

If there is language not available through staff members, they can contact the ESL coordinator to get a list of outside vendor or use the over-the-phone interpretation services that are available to all schools and districts during regular business hours in over 150 languages. These services can be accessed by contacting the T & L department provided by a contracted vendor. The LAC team will assist in helping teachers obtain request forms if needed.

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 following preferred language is from the ATS report RCPL for our school. The numbers are for written and oral communication follows.

English 408,408  
Spanish 225,225  
Polish 16  
Bengali 3,3  
Arabic 8,8  
Mandarin 0,1  
Chinese (any) 6,5  
Vietnamese 2,2  
Tibetan 1,1

## 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.)

The LAC team has access to all translated documents for common letters to parents about recess da  
calendars.

Any in-house documents that are not available via a template can be translated via the DOE's T&I U  
these services by Completing a Translation Request Form available at  
[http://intranet.nycboe.net/Translation\\_interpretation](http://intranet.nycboe.net/Translation_interpretation) and E-mailing the completed request form an  
translated to translations@schools.nyc.gov.

The following are documents that are not available on the T&I Unit Intranet and potentially could ne

Letters and emails from Principal - by the first of every month  
Progress reports - quarterly, and our online system only provides Spanish translation. All other langu  
outside support;  
Report Cards - quarterly  
College Office - twice yearly for senior parents and once yearly for junior parents  
Promotion in Doubt letter - May, 2016  
Regent Calendar - January and May, 2016  
Parent Newsletters through PTA - Monthly

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. Meet the Teacher Night, Sept 30, 2015 & May 10, 2016
2. Parent Teacher Conferences - November 19 & 20, 2015, March 10th & 11th, 2016
3. Guidance Meetings - weekly, as needed
4. College Counselor Meetings- weekly, as needed
5. Social Worker IEP meetings - weekly, as needed
6. Advisor Calls/Meetings - weekly, as needed
7. Dean meetings/Suspensions - ongoing
8. Parent Teacher Association Meetings and connected Awards Nights - Monthly, the first on Sept

## 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.

**1. In house:**

- a. Meet the Teacher Night: Designated Staff who are interpreters/some staff are bilingual
- b. Parent Teacher Conferences: See above
- c. Guidance Meetings: One Guidance Counselor is bilingual Spanish. For lower incidence language important meetings we hire interpreters
- d. College Counselor Meetings- Our Associated College Counselor is certified bilingual Spanish
- e. Social Worker IEP meetings: One Social Worker is a Native Spanish Speaker
- f. Advisor Calls/Meetings

If a staff member is in need of additional interpretation services, they can contact the translation and interpretation unit to receive translation for written or phone correspondence.

In addition, our parent coordinator will ensure all our mail correspondence will be translated in accordance with parents request of language.

We intend on providing a turnkey professional development of translation and interpretation to our staff. We are well equipped to do fulfill needs independently. A written and verbal request has been made with the Unit to have a professional development forward to a fall professional development. We intend to have all of our signage up before Curriculum

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.

We are able to provide in-house parent meeting translation in Spanish, Polish, Italian, and Mandarin Chinese. For other languages we utilize over-the-phone interpreters via the Translation and Interpretation Unit. For Regency we utilize an outside vendor to provide translation for our students.

## **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.)

All staff will be made aware of translation services via announcements via the LAC team. The LAC team will provide professional development and turnkey to the full staff. Our school uses an inter email system as well as weekly meetings to disseminate information. Our weekly full staff meetings will be a place where information is shared about translation services. A professional development run by our LAC team will happen this fall and the palm cards will be distributed to the grade teams.

## **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

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

A welcome poster that is laminated and in color will be accessed from the schools.gov website will be in the main office so all parents can see it. We will access poster from our LAC kit. We also can download poster from the following link: [http://schools.nyc.gov/NR/rdonlyres/4A1DA309-5E5B-47FD-A05B-1A64878E502D/0/DO01\\_poster\\_091714\\_FINAL.pdf](http://schools.nyc.gov/NR/rdonlyres/4A1DA309-5E5B-47FD-A05B-1A64878E502D/0/DO01_poster_091714_FINAL.pdf). We will also post as necessary near entry ways and main doors. These posters will provide LEP parents instruction where to obtain translation services. We will also have directional signage for the main office in multiple languages near our elevators on the 4th floor. The signage is visible and in appropriate languages.

The DOE makes available to parents the Parents' Bill of Rights and A Parent's Guide to Special Education in multiple languages. Both documents make parents aware of their rights to language services. These documents are distributed to parents at the beginning of each school year and can also be accessed on the DOE's website. The school will create a file with the Parents Bill of Rights in several languages and can access copies from the T&I Unit.

For our Polish speaking parents, they can bring a family member to translate the information or we can have a Polish speaking staff. For our Arabic speakers, they can elicit a family member to translate. Any family who does not provide a family member over 18, the school can have the document translated for them via translation services.

#### **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)

Utilize "best practices" when contacting immigrant families for all oral/written communication. The information is shared and accessed and read by all staff members. See below. <https://intranet.nycboe.net/NR/rdonlyres/94DC-AEB7-6D371DFB0EF6/0/ConsiderationsforCreatingCulturallyCompetentMaterials.pdf>

To ensure parents are receiving information, the school will have advisers call/email/send letters home and hold meetings. The most convenient and widely attended meetings are parent teacher night. These night

to talk about grades and student progress but a way to create interface with our parent community.

We will give surveys to our parents and query them about the availability of services and the quality from the school. Surveys will be written in English, Spanish, Arabic, Polish, Chinese and Bengali. The ahead of time by school staff in Spanish, Polish and English, and T & I unit for Chinese and Bengali.

Any feedback will be gathered and assessed by the LAC team and shared in full staff meetings. Changes needed to our correspondences with families.

Language Access Coordinators should be aware of the funding available to schools to provide language services. All schools receive a tax-levy allocation; eligible schools also receive either a Title I or Title supplementary services. Allocations are made in two disbursements: First 50% in August; second 50% funds may only be used to: 1) provide in-person interpretation services or written translation services of translation or interpretation resources or tools, or 3) cover the cost of printing foreign-language materials disseminated to LEP parents. Jupiter grades

- Advisory System
- Parent Survey
- SLB team
- Parent Teacher Night
- Curriculum Night.