



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	03M421
School Name:	WEST PREP ACADEMY
Principal:	CARLAND WASHINGTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: West Prep Academy School Number (DBN): 03M421
Grades Served: 6, 7, 8, SE
School Address: 150 W 105th St NY, NY 10025
Phone Number: 212-280-8502 Fax: 212-280-8509
School Contact Person: Carland Washington Email Address: Cwashington8@schools.nyc.gov
Principal: Carland Washington
UFT Chapter Leader: Nicole Feliciano
Parents' Association President: Teresa Black
SLT Chairperson: Nicole Feliciano
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Teresa Black
Student Representative(s):

District Information

District: 03 Superintendent: Ilene Altschul
Superintendent's Office Address: 154 W 93rd St Rm 122, NY, NY 10025
Superintendent's Email Address: ialtsch@schools.nyc.gov
Phone Number: 212-678-5857 Fax: 212-222-7816

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor NY, NY, 10001
Director's Email Address: YChu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: 917.339.1765

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carland Washington	*Principal or Designee	
Nicole Feliciano	*UFT Chapter Leader or Designee	
Teresa Black	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Beulah Bigwood	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Annery Quezada	Member/ Teacher	
Svati Lelyveld	Member/Teacher	
Jennifer Shear	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Claudette Abney	Member/ Parent	
Felisha Perry	Member/Parent	
Evelyn Alarcon	Member/Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED's Six DTSDE Tenets

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

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

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

West Prep Academy serves approximately 190 students in grades 6 through 8. The school's mission is to serve as a bridge to high school by engaging students with authentic learning experiences and to ensure their future success in high school, college, and the professional world. A magnet school founded under the theme of "Youth Voice Through Youth Media," West Prep Academy promotes 21st-century skills and student voice through the integration of technology in its classrooms and elective offerings that include media and film.

West Prep Academy is a member of the NYC DOE's Middle School Quality Initiative (MSQI), a select group of district middle schools who are at the forefront of literacy reform efforts. These schools implement and evaluate the effects of research-based methodology aimed at solving some of the city's most persistent achievement problems. West Prep Academy also partners with ReelWorks, an after-school program that supports the school's media focus, and Wellness in the Schools, which brings structured physical activity and healthy food options. Additionally, the school's adoption of Yale University's RULER program has helped it to create a defined program to address the social-emotional development of its students.

West Prep Academy works effectively to track its students' academic needs and progress. Its administration and teacher teams use data to build an instructional program that addresses remedial and grade-level goals. Partnership, program, and staffing decisions accurately reflect these priorities, and the school has had success helping its students make academic improvements. These successes, along with the school's strong culture and record of teacher leadership, are reflected in the results of its 2014-2015 School Quality Review. Considering these results within the Framework for Great Schools, West Prep Academy has had demonstrable success with promoting strong family-community ties, a supportive environment, and collaborative teachers.

Guiding its students to reach grade-level standards remains West Prep Academy's biggest challenge. The overwhelming majority (roughly 90%) of West Prep Academy's students enter the school below grade level in math and/or English, so the scale of the remediation has kept the challenge a persistent one. These academic challenges are also seen in the school's special education population (currently 33% of the student body).

The academic needs of both its general and special education students mean that DTSDE Tenet 3 will be West Prep Academy's primary focus for the 2015-2016 school year (and, accordingly, the rigorous instruction segment of the Framework for Great Schools). To meet the instructional needs of its students, West Prep Academy must focus on engaging students in learning tasks that are appropriately challenging and leveled. Furthermore, the school must expand its data work so that student understanding of the standards is tracked, and it must allow the data to directly inform its curriculum and the re-teaching of specific standards.

03M421 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07,08	Total Enrollment	195	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	9	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	3	# Music	5	# Drama
# Foreign Language	14	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	68.2%	% Attendance Rate		92.5%
% Free Lunch	69.2%	% Reduced Lunch		1.9%
% Limited English Proficient	7.0%	% Students with Disabilities		22.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		52.3%
% Hispanic or Latino	42.5%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	3.7%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.49	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.3%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		3.17
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	12.6%	Mathematics Performance at levels 3 & 4		10.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		27.3%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (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 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	YES		

Accountability Status – High Schools

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 Graduation Rate (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		

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>Our school has worked to implement, monitor, evaluate, and adapt unit and lesson plans reflecting the Common Core Learning Standards (CCLS) and the instructional shifts. Performance data is used to inform the planning and delivery of rigorous and coherent curricula that provide necessary supports and extensions for all groups of students across all content areas and grades. Teachers meet in grade level and department teams to plan lessons and use these venues to look at student work to inform future planning. As a magnet school focusing on media and technology, our school employs a Magnet Instructional Specialist that helps to incorporate technology and outside partners in all aspects of student learning. As a result, all students are becoming more engaged in robust lessons that maximize teacher instructional practices and learner outcomes.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, 100% of teachers will use research-based practices to design curriculum. Teachers’ unit plans will emphasize the sequencing of learning targets to best prepare students for summative assessments and ensure these assessments’ alignment to state examinations.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>MSQI Partnership</p> <ul style="list-style-type: none"> • Research-based instructional program with professional development from assigned Literacy Coaches 	<p>Admin Teachers Students</p>	<p>July 2015-June 2016</p>	<p>Admin Teachers Students</p>

<ul style="list-style-type: none"> • Teachers receive ongoing PD from literacy coach and ESL teacher on curriculum implementation • Parents attend curriculum night to learn about curriculum and supports for students at home . 			
<p>Summer Teacher Institute (Week long professional development for all pedagogues) and After school co-planning</p> <ul style="list-style-type: none"> • Research-based instructional program with professional development from Thinking maps coordinator • Monday PD time devoted to implementation with fidelity, along with strategic supports for ELLs and SWDs. • Parents attend curriculum night to learn about curriculum and supports for students at home • Thinking maps are posted in every classroom and are a part of the school-wide instructional expectations 	<p>Teachers Students ELLs SWDs</p>	<p>Aug 2015-June 2016</p>	<p>Administration MSQI Coordinator Thinking Maps Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Hire ESL teacher</p> <p>Hire English Language Arts Teacher</p> <p>Thinking maps implementation cost</p> <p>Per session funds for summer and after school PD</p> <p>Word Generation material costs</p>

Wilson Reading material costs

Per diem for PD coverage

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

Part 5 – Progress Monitoring

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

By February 2016, all teachers will have created five common core units and participated in three cycles of instructional rounds.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our school provides a physically safe learning environment. Practices designed to respond to students facing social-emotional developmental health challenges are integrated into all aspects of school culture. There are practices and distinct programs such as RULER and StrengthsFinder in place. Last year, the school introduced a comprehensive, data-driven system that includes ongoing PD opportunities for all stakeholders that promote wellness and proactively address the needs of all students. This year, we will focus on engaging more parents in understanding the school's social and emotional learning initiatives.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools –Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>West Prep Academy will support students’ social-emotional development through a structured advisory program and promote positive behavior through school-wide initiatives that celebrate student achievement. By June 2016, West Prep Academy will see a 15% reduction in disciplinary reports as measured by ATS and OORS.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Modify current SEL program through RULER and StrengthsFinder</p> <ul style="list-style-type: none"> • Introduce RULER, a Yale University based program designed to build emotional intelligence in students to new admits • Program designed to build vocabulary for ELLs and SWDs 	<p>Students Parents Teachers Admin</p>	<p>July 2015-June 2016</p>	<p>Admin Guidance Counselor Dean Teachers</p>

<ul style="list-style-type: none"> ● Parents will attend an implementation workshop in October and receive ongoing support and info during Parents Association meetings ● Parents and students have an open line of communication with administration and guidance counselors to address concerns and request support 			
<p>Daily attendance monitoring and incentives for good behavior and attendance</p> <ul style="list-style-type: none"> ● Hire a community assistant to monitor and update attendance daily ● Incentive activities designed to enrich learning opportunities for ELLs and SWDs (Broadway shows, Out-of-town learning experiences) ● Parent rewards for students with perfect attendance and winter parent banquet awarding parents for their efforts of getting students to school on time with good behavior ● Parents and students contribute to ideas for incentives 	<p>Students</p> <p>Parents</p> <p>Admin</p> <p>Teachers</p>	<p>July 2015-June 2016</p>	<p>Admin</p> <p>Guidance Counselor</p> <p>Dean</p> <p>Teachers</p> <p>Parents</p>

Part 4 – Budget and Resource Alignment

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

Funding for Community assistant to monitor attendance

Ruler training and implementation costs

After school programming cost for athletics and academic support

Costs for attendance and academic incentives

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

Part 5 – Progress Monitoring

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

By February 2016, OORS reports will reflect a decrease in infractions compared to February 2015

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

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
Our staff collaborates and supports one another in creating a learning environment designed to address student needs. The use of practices that address actionable feedback to students, the use of strategies that address individual student learning needs, multiple opportunities for students to access complex content and higher-order questioning is monitored through frequent formal and informal observations by administration and peers. As a result, although the staff has progressed in its efforts to align strategic practices and decisions to the CCLS and instructional shifts, student engagement and achievement in rigorous learning opportunities is inconsistent.		

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
All classrooms will provide students the opportunity to read and respond to grade-level texts, with a focus on academic vocabulary acquisition and evidence-based writing. By June 2016, all students will show 3-5 levels of improvement in reading based on the three administrations of the DRP. With the support of MSQI, all content teachers will participate in this goal.

Summer Teacher Institute (Week long professional development for all pedagogues) and After school co-planning

- Teacher leaders receive training to turnkey professional development
- Monday PD time devoted to implementation PD ideas with fidelity. ESL teacher facilitates PD on best strategies for working with ELLs. Special Education Coordinator facilitates PD on best strategies for working with SWDs.

Summer Teacher Institute (Week long professional development for all pedagogues) and After school co-planning

- Teacher leaders receive training to turnkey professional development
- Monday PD time devoted to implementation PD ideas with fidelity. ESL teacher facilitates PD on best strategies for working with ELLs. Special Education Coordinator facilitates PD on best strategies for working with SWDs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Summer Teacher Institute (Week long professional development for all</p>	<p>Admin</p>	<p>July 2015- June 2016</p>	<p>Admin</p>

<p>pedagogues) and After school co-planning</p> <ul style="list-style-type: none"> ● Teacher leaders receive training to turnkey professional development ● Monday PD time devoted to implementation PD ideas with fidelity. ESL teacher facilitates PD on best strategies for working with ELLs. Special Education Coordinator facilitates PD on best strategies for working with SWDs. ● Parents attend curriculum night to learn about curriculum and supports for students at home ● Active research promotes shared interest in topics considered for professional development 	<p>Teachers</p> <p>Students</p>		<p>Teachers</p> <p>CBOs</p>
<p>Development of Teacher Leadership</p> <ul style="list-style-type: none"> ● Identify and support Mentor and Master Teachers, in addition to developing staff to serve as cooperating teachers with the New York City Teaching Collaborative Fellowship ● Teachers receive ongoing support from NYCTCF and TIF to support ELLs and SWDs PD ● Parents attend curriculum night to learn about curriculum and supports for students at home ● Teachers have choice in participating in aforementioned activities 	<p>Admin</p> <p>Master and Mentor Teachers</p> <p>Students</p> <p>Teachers</p>	<p>July 2015-June 2016</p>	<p>Admin</p> <p>Teachers</p> <p>BSFC Support</p> <p>TIF Coaches</p>

<p>MSQI Partnership</p> <p>Research-based instructional program with professional development from assigned Literacy Coaches</p> <ul style="list-style-type: none"> • Teachers receive ongoing PD from literacy coach and ESL teacher on curriculum implementation • Parents attend curriculum night to learn about curriculum and supports for students at home . • - Using data from DRP Assessment, create strategic reading groups for LightSail program and Wilson groups 	<p>Admin</p> <p>MSQI Coordinator</p> <p>Teachers</p> <p>Students</p>		<p>Admin</p> <p>MSQI Coordinator</p> <p>Teachers</p> <p>Students</p>
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Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Summer Teacher Institute (per session)</p> <p>Thinking Maps training costs</p> <p>Per Diem for substitute teachers for PD</p> <p>Word Generation materials costs</p> <p>Wilson Reading System materials costs</p> <p>Purchasing iPads for LightSail reading program</p> <p>Purchasing book subscriptions from LightSail</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

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

By February 2016, all students will show 2-4 levels of improvement in reading based on two administrations of the DRP.

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

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	H
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>School leaders are collaborating with staff to create systems and protocols that are functional and aligned to the school's vision and SMART goals related to academic and social-emotional developmental health for all students. We have put in place evidence-based systems, supported by a wide range of instructional coaches and professional development, to promote school improvement, such as the Advance observation program. The administration monitors and support teacher performance through a variety of strategies. This school year, all teachers will receive a minimum of four observations during four observations cycles. Teachers will receive formative and evaluative feedback from administration, coaches, and district-level specialists. The school has partnered with the New York Teaching Collaborative Fellows to create a pipeline for student teachers to work at West Prep Academy as vacancies become available. The school is moving forward in approaches that align to the mission, goals and the improvement of individual and school-wide practices to support the needs of all stakeholders .</p>		

Part 2 – Annual Goal

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

By June 2016, West Prep Academy teachers will have participated in three data cycles -- using data gathered from formative and summative assessments -- to monitor student progress in content standards and to inform classroom practice that is differentiated.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Continue to support teacher development through Advance (Danielson)</p> <ul style="list-style-type: none"> • Teachers will receive professional learning that supports the specific methodology behind the framework. The school's professional learning focus around Danielson will be concentrated on 	<p>Admin Students Teachers</p>	<p>August 2015-April 2016</p>	<p>Admin Teachers Talent Coaches BSFC Support</p>

<p>components 1e, 3c, and 3d, areas that have been identified as a high-leverage for student achievement</p> <ul style="list-style-type: none"> ● Interschool Teacher Development Coach will support teachers with targeted PD to support ELLs and SWDs ● Parents attend Scholar Led Conferences which supports engaging students in learning ● Active research promotes shared interest in topics considered for professional development 			
<p>Targeted Professional Development for teachers</p> <ul style="list-style-type: none"> ● Expeditionary Learning curriculum PD for Literacy teachers , Urban Advantage for Science, and District sponsored PD for Math teachers ● Targeted PD from District and BSFC staff regarding ELLs and SWDs ● Parent workshops will be developed to share findings in staff PD and share enrichment opportunities for off-campus learning ● Staff PD on how to conduct Scholar-Led Conferences promotes trust 	<p>Students Teachers Admin</p>	<p>July 2015-June 2016</p>	<p>Admin MSQI coordinator Teachers</p>
<p>Teacher teams will be given time to work during the school day to support student growth.</p> <ul style="list-style-type: none"> ● Circular 6 periods will be used for unit and lesson planning, supporting literacy 	<p>Teachers Students</p>	<p>July 2015- June 2016</p>	<p>Admin Teachers MSQI Coordinator</p>

<p>across the content areas, and teacher development.</p> <ul style="list-style-type: none"> Funds will be set aside for teachers to attend professional development 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session funds											
Per Diem funds											
Supplies and fees for parent events											
Fees for professional development											
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		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, all teachers will have participated in 2 data cycles analyzing data from DRP assessments, NYC Performance Tasks, and Performance Series.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	H
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	H
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	H
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The administration and staff are exploring ways to share the responsibility for developing high academic expectations for students and ensuring students’ social-emotional well-being. This year, the focus will be to engage families and community stakeholders to have more involvement in the planning and implementation of programs meeting the diverse needs of the school. The school has planned several events that engage families with community resources such as the NYPD, Planned Parenthood, financial literacy classes, and social and emotional development for families. As a result, the school’s ability to engage families to share in the responsibility for developing student success is continuing to improve, and by the end of the year, we seek to have a 25% increase in families that participate in school-wide events.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2016, West Prep Academy will have held at least 10 community events aimed at increasing parent engagement and highlighting students’ talents and accomplishments. Plans include combining student performance events with Parent Association and School Leadership Team meetings to increase parent participation in those respective groups.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Implement SEL program through RULER and StrengthsFinder</p> <ul style="list-style-type: none"> • Implement RULER, a Yale University based program designed to build emotional intelligence in students • Program designed to build vocabulary for ELLs and SWDs 	<p>Students Parents Teachers</p>	<p>Aug 2015-June 2016</p>	<p>Counselor Parent Coordinator Admin Teachers Parent Association</p>

<ul style="list-style-type: none"> ● Parents will attend an implementation workshop in October and receive ongoing support and info during Parents Association meetings ● Parents and students have an open line of communication with administration and guidance counselors to address concerns and request support 			
<p>Communication Efforts</p> <ul style="list-style-type: none"> ● Parent link and Jupiter grades for parent outreach ● Translation and Interpretation unit will provide necessary accommodations ● Social media (Facebook, twitter, Jupiter grades) ● All school events will be posted via school website for transparency 	<p>Parents</p> <p>Teachers</p> <p>Students</p> <p>Community</p>	<p>July 2015-June 2016</p>	<p>Magnet Specialist</p> <p>Parent Coordinator</p> <p>Community Associate</p>
<p>Planning family engagement events with community organizations</p> <ul style="list-style-type: none"> ● Distribute translated flyers and announcements for families ● Plan and facilitate curriculum nights for parents to gain a better understanding of the curriculum and to support their child's learning outside of school. ● Coordinate community engagement events with organizations such as the NYPD, 	<p>Students</p> <p>Parents</p> <p>Community Partners</p>	<p>August 2015-June 2016</p>	<p>Parent Coordinator</p> <p>Magnet Specialist</p> <p>Admin</p> <p>Teachers</p> <p>Parent Association</p> <p>School Leadership Team</p>

Planned Parenthood, and New York Presbyterian-Columbia Hospitals			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Jupiter Grades costs											
Parent Link costs											
Per session for after school activities											
Printing costs for advertisements											
Food costs for parent events											
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		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, WPA will have planned, organized, and executed six parent engagement events.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DPR Performance Series	LightSail online reading program	Small Group	Daily
Mathematics	Performance Series	Math IXL	Small Group	Daily
Science	MOSL Data, course work	Tutoring	Small group	After School
Social Studies	MOSL Data, course work	Tutoring	Small Group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	-student observations -parent requests	Coaching and counseling sessions. Initial IEP case management	Individual and small group	Daily counseling and SBST team services

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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.

We partner the NYC Teaching Collaborative Fellows to develop and recruit new teachers to West Prep. We sponsor a week-long series of professional development during the summer for teachers to ensure their preparedness for the school year. Ample funds are set aside for professional development and staff retreats to retain and support teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

We use our Circular 6 period for professional development. Teachers are engaged in PD 5 days a week. Three days they are in grade team meetings and twice a week they are in dept meetings. These sessions are focused, there is a lesson plan created by the facilitator, and productive. Coaches are developed at Harvard Institute, through the Teacher Leadership Program and Network PD. Teachers visit one another's classrooms in cycles and provide feedback, aligned to the Danielson framework. Administrators and coaches perform mini-observations daily and provide verbal and written feedback to teachers. Teacher leaders and administrators have a weekly cabinet meeting to ensure that we all continue to develop and offer best practices

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

Not applicable

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.

The school has a committee made of teachers and administrators to determine all assessments given during the year. Teachers have choice over local and state assessment measures. Teachers met during the summer and in consultation with school administration decided to use Degrees of Reading Power (DRP) Assessments, Math Performance Series, and NYC Performance Tasks for ELA and Social Studies.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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	115,240.00		
Title I School Improvement 1003(a)	Federal	16979	X	
Title I Priority and Focus School Improvement Funds	Federal	36969	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,599,026.00		

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools

may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities

funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **West Prep Academy**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **West Prep Academy** 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, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 3	Borough Manhattan	School Number 421
School Name West Prep Academy		

B. Language Allocation Policy Team Composition

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

Principal Carland Washington	Assistant Principal Jesse Kupferman
Coach Jennifer Shea	Coach Tunisia Bristol
ENL (English as a New Language)/Bilingual Teacher Charleen McClure	School Counselor Carlos Munoz
Teacher/Subject Area Nicole Feliciano	Parent Teresa Black
Teacher/Subject Area Social Studies	Parent Coordinator Brandy Vazquez
Related-Service Provider Brooke Somech	Borough Field Support Center Staff Member
Superintendent Ilene Altschul	Other (Name and Title)

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	189	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	4	ELL Students with Disabilities	4
SIFE		Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	1

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

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

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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							1	3						0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1	1					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other Wolof							1	1	0					0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)							1							0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)														0
Expanding (Advanced)							4	1						0
Commanding (Proficient)							1	1						0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total								1						0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total								1						0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
West Prep Academy initially identifies the literacy levels of its ELLs by giving them a Degrees of Reading Power (DRP) assessment at the beginning of the year. Students take the assessment a total of three times for the school year to track the literacy growth. Students are expected to grow at least three points between assessments. The data collected from DRP allows teachers to present material that is appropriate yet academically challenging to improve students' literacy levels. Furthermore, students are given formal and informal assessments throughout the year, which allows teachers to identify and focus on their particular learning needs. This includes providing instruction on vocabulary, grammar, reading strategies, and writing as needed for each student. The ENL teacher plans and facilitates language objectives based on the students' academic needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Given the recent changes to the NYSESLAT format, it is difficult to determine a trend among the scores from previous years. Nevertheless, growth has been noted. Two ELLs tested as commanding and are now officially classified as Former ELLs. While the proficiency level of the majority of our current ELL students (4) remained the same, one student's proficiency level grew significantly; the student moved from beginner to advanced in one year. Alternatively, the data indicates that one student's proficiency dropped a level (from intermediate to beginner.) Across proficiency levels, all students struggled in writing. It is evident that students continue to need support and scaffolds to improve their writing.
The school had not received any new incoming ELLs within the last school year. Therefore, no NYSITELL data is available.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

The majority of ELLs are not literate in their home languages. As such, they are more familiar and comfortable receiving materials in English. They struggle when texts are presented to them in their home languages. This is particularly true for our Arabic speaking students and U.S. born ELLs. Students who are somewhat literate in their first language speak Spanish. When necessary, teachers provide the translation of a word to help students understand new vocabulary or content. Generally, however, students do not read or write Spanish with confidence. Therefore, most communication is in English. Scaffolds and other supports are provided to improve students' literacy in English based on ongoing assessments of their speaking, listening, writing, and reading needs. These needs generally involve grammar, vocabulary, register, and reading comprehension. To address students' language needs, students participate in integrated ENL classes where language objectives help guide the lesson outcomes and in a free-standing ENL class where they practice pronunciation, vocabulary, grammar, reading comprehension, and writing strategies.

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](#).]

Given the recent changes to the NYSESLAT format, it is difficult to determine a trend among the scores from previous years. Nevertheless, growth has been noted as two ELLs tested as commanding and one ELL progressed in his proficiency level. Across proficiency levels, however, all students struggled in writing. It is evident that students continue to need support and scaffolds to improve their writing. Graphic organizers, writing checklists, language objectives, and other supports are in place to ELLs succeed.

6. How do you make sure that a student's new language development is considered in instructional decisions?

The ELL students are given the necessary tools for success through lessons that communicate material through multiple modes of communication (i.e. hands on manipulatives, visuals on SMART boards, etc.) When writing, students are provided with scaffolds and techniques, such as writing quick notes in margins and paraphrasing. While speaking, support is given through encouragement and allowing for wait time and language processing. Differentiation is ensured by providing group work based on NYSESLAT level, as well as grade level. In integrated ENL/ELA classes, students receive lessons guided by content and language objectives to help them develop their language skills. The ENL teacher meets daily with ELA teachers to plan, assess, and discuss the progress of the ELL students in order to inform the instructional decisions and align them with the Targets of Measurement.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the target language?
- What is the level of language proficiency in the target language for EPs?
- How are EPs performing on State and other assessments?

Paste response to questions here:

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

In addition to the levels on the NYSESLAT, there is constant communication with the ELA and Humanities teachers. This allows us to all be aware of the achievements shown across the board with the students. When communicating with the mathematics and science teachers, the academic language that will be used is gone over, to enable the ENL teacher to prepare the students for the vocabulary they will encounter. The methods of various forms of writing (as they apply in various subjects) is reviewed in ENL, and their final published drafts are reviewed and if progress is not made, different approaches are taken.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

Students who are initially identified as speaking a language other than English are flagged for the Certified ENL teacher (Charleen McClure) the day of enrollment. The student is given an individual interview and a HLIS is filled out within three days of enrollment. If the HLIS shows that a student might be eligible for ENL services, they are then given the NYSITELL by the ENL teacher within three days of enrollment. If the NYSITELL indicates that the student is in fact eligible for ENL services, his/her student will receive the entitlement letter within five days of enrollment. Students who speak Spanish who score below commanding on the NYSITELL will take the Spanish LAB). Their parent is given the Parent Survey and Program Selection Form, allowing them to choose which English Language support they would like for their child.

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).

If a student is identified as a SIFE, they will be administered the LENS within 15 days of enrollment. In addition to the procedure described in #1, the student's academic history, such as completed academic work, will be reviewed. Based on the information provided in the LENS, SIFE classification will be made.

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).
If an entering student has an IEP and their home language is other than English, the LPT is formed and reviews evidence of the student's English Language Development. This group would consist of Jesse Kupserman (A.P.), Charleen McClure (Certified ENL teacher), Tunisia Bristol (Sp. Ed. Coordinator) and the parent/guardian of the scholar. If the LPT determines the scholar should take the NYSITELL, then it is administered by the certified ENL teacher.
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.
Within five days of ELL determination, West Prep Academy informs the parents the results of the NYSITELL and ELL status using the NYCDOE standard letters (Entitlement letter, Non-entitlement, Continued Entitled Letter) in the parent's/guardian's preferred language.
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).
There will be a letter informing parents/guardians of their right to appeal the ENL eligibility up to 45 days, with their entitlement letter, sent in the language of communication which was indicated previously.
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.
Along with the certification letter, families receive an invitation to the mandated orientation session. This session will take place within seven days of enrollment. EPIC kits are shown to parents with a full explanation of the ESL program offered at West Prep Academy (ENL) and the other choices available (Dual Language and Transitional Bilingual) by the certified ENL teacher (Charleen McClure).
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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
The certified ENL teacher prints the forms in the parents preferred language and sends them home with the student. As a reminder, she calls parents whom speak Spanish (as she is fluent) and if another language is spoken at home, the interpretation team is called in to remind parents of upcoming deadlines. Forms are stored with the academic records in the payroll secretary's office. The school monitor's parent program choice by reviewing and updating a spreadsheet that monitors that data with every new ELL enrollment.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The forms are checked off as 'out' until returned to the certified ENL provider. Once they have been returned they are checked off as completed. When there are 5 days until the due date, phone calls are made to the families of the ELLs to remind them to bring in their paper work.
9. Describe how your school ensures that placement parent notification letters are distributed.
Students are given the letters to bring home and parents are called on the same day, in their home language, to ensure that the letters are expected.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
West Prep Academy retains all of the academic records in the office of the payroll secretary. The Certified ENL teacher monitors these records, but teachers and administrators have access to the records.
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.
West Prep Academy runs all of the ATS reports, the RLER, the RLAT, RYOS. There are notification letters sent to the parents in their home language letting them know that the test will be administered. Alternate test dates will be determined for students who are not present for date communicated with families. Teachers are trained by the Certified ENL teacher on how to score the exam's four competencies. The Certified ENL teacher will create a testing calendar, for sections 1,2 and 3, with the trained team of teachers, and ensure that all materials are packed and shipped by the due date.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Students are given the letters to bring home and parents are called on the same day, in their home language, to ensure that the letters are expected.
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).
West Prep Academy has a low population (4.23%) of ELL students. The parents have consistently chosen to have their students be enrolled at the school, with its current freestanding ENL instruction model. There are not enough students who speak one home language to require a bilingual or dual language class.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students whom are at the Entering, Emerging, and Transitional levels receive integrated ENL instruction for 58 minutes five days a week. Students travel with classes, predominantly composed of non-ELLs. All students, regardless of proficiency level, receive 180 minutes of stand alone ENL instruction three times a week, which is an ungraded, heterogenous group.
 - b. TBE program. *If applicable.*
 - c. DL program. *If applicable.*
Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL students are given at least 180-360 minutes of integrated ENL instruction based on their proficiency level. Entering, Emerging, and Transitional ELLs receive more integrated instruction (360 minutes) than Expanding (180 minutes). At West Prep Academy, each student receives extra ENL class time. The free-standing ENL class takes place for 50 minutes three days a week, in addition to their integrated ENL instruction.
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.
In addition to the levels on the NYSESLAT, there is constant communication with the ELA and Humanities teachers, this allows us to all be aware of the achievements shown across the board with the students. When communicating with the mathematics and science teachers, the academic language that will be used is gone over, to enable the ENL teacher to prepare the students for the vocabulary they will encounter.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
West Prep scholars whose home language is Spanish are initially evaluated by the Spanish LAB. Being that English is the language of instruction in the stand alone ENL program, the informal assessments are given in English. The students whom are taking the NYS Math exam, however, are given the opportunity to take it in their home language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through informal and formal assessments that evaluate top-down and bottom up listening, reading comprehension, vocabulary, and pronunciation, students demonstrate the progression of their English language acquisition in all four modalities.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusCurrently there are no SIFE students at West Prep Academy, if a student is identified as a SIFE, they will be administered the LENS. Once the results of the LENS are returned, the certified ENL teacher will be able to differentiate the instructional strategies based on the individual needs of the students. Newcomers have more intense lessons on grammar, syntax and the patterns of phonemic awareness and for some, graphophonemic basics, in addition to basic reading and academic language study. The Developing ELLs are given more of a focus on strategies for essay writing such as scaffolds, using dictionaries and organization tools. They are also given reading strategies such as Author's purpose, how to manipulate the three literacy cues, gaining context from their life experiences. They are taught how to cite text evidence when answering short and long

Chart responses for state exams, including the NYSESLAT. The long term ELLs are given the tools to revise, edit and restructure their work, in order to meet the needs of the project assigned. They are taught how to define words from the context of the text. Former ELLs are placed in classes with current ELL students and continue to receive language development through integrated ENL instruction.

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.

Scholars who have been re-identified as ELLs and have lost out on time are monitored closely within the 6-12 month period following the change in the status (i.e. ELL to non-ELL). Students are supported through after school tutoring with the certified ESL teacher, in order to ensure that they have not fallen behind the rest of the other students, in addition to the classroom scaffolds they may need. Within 8 months, an overall review of their work since their re-identification commences to determine if the student has been adversely affected. If so, the principal, certified ENL teacher, parent/guardian, and/or other pedagogue of the student will conference to discuss the student's current standing to determine additional supports or the re-identification reversal.

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?

Scholars at West Prep Academy are provided with scaffolds such as thinking maps, dictionaries (picture, English only, and Spanish-English), manipulatives, visual media, large print books/texts that have space for annotations, students are taught how to "stop and jot", paraphrase, summarize, then use methods such as TEEL to write out text based essays.

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?

Scholars with IEPs who are ELLs at West Prep Academy are given push-in and pull out instruction with a certified ENL teacher. They receive 180 minutes in an inclusion based full on ENL period. Both general education and students with IEPs are together, being serviced by the certified ENL teacher.

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.

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

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



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

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

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

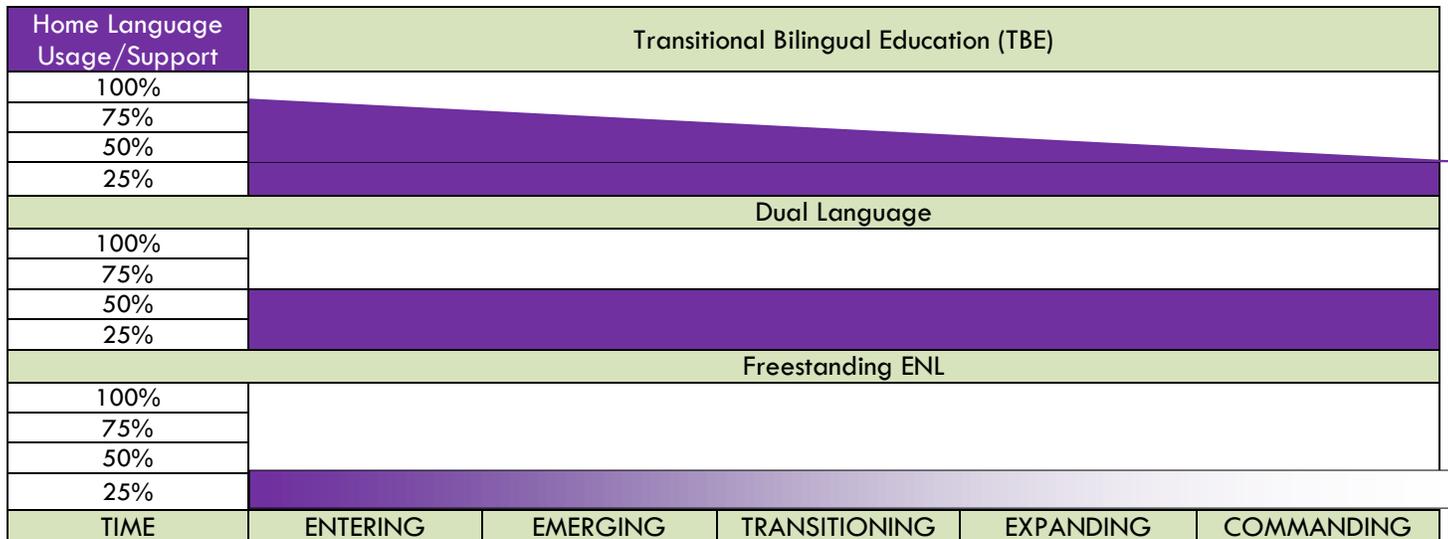


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
At West Prep Academy, the certified ENL teacher works closely with the ELA and Humanities teachers to identify language demands and create language objectives to ensure lesson are accessible to ELLs. In weekly and daily co-planning meetings, teachers can share their concerns and strategize language support for ELLs. The same is true for STEM classes. When communicating with the mathematics and science teachers, the academic language that will be used is gone over, to enable the ENL teacher to prepare the students for the vocabulary they will encounter through pre-reading activities and explicit instruction. The methods of various forms of writing (as they apply in various subjects) is reviewed in ENL, and their final published drafts are reviewed and if progress is not made, different approaches are taken. For those students who are having extreme difficulty in learning phonemic awareness, Wilson is in place. For mathematics, there are AIS periods with both small group teacher led instruction and a computer program called "iXL".
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 now, the NYSESLAT scores indicate that strides are being made. Two ELLs tested as commanding and one's proficiency level jumped from beginner to expanding. Teachers consult and/or work with the ENL teacher to make the content more accessible to ELLs.
12. What new programs or improvements will be considered for the upcoming school year?
The administration of West Prep Academy has implemented "Word Generation," a program that utilizes explicit vocabulary instruction to teach high frequency academic words to improve the literacy level of all students. This program utilizes language acquisition strategies that research demonstrates are effective for ELLs.
13. What programs/services for ELLs will be discontinued and why?
Due to the changes in the law for NYS ELLs, students are receiving integrated ENL instruction in their ELA classes. The certified ENL teacher will go into classes, other than ELA, to work with scholars, in order to ensure their maximum understanding of the language and its use as well as to meet each students' weekly time requirements.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded any and all access to after school programs that native English speakers have access to, including REEL Works, sports activities and the school play. ELLs spend most of their day in class settings with their native English-speaking peers. As such, they are well-integrated, active members of the school community. Like all West Prep scholars, ELLs participate in Titan Studio classes, an elective of their choice, as well as Media Lab, Health, Drum Line, and their content area classes.
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.
ELLs have access to dictionaries (English only, English-Spanish, and picture), the SMART board, iPads, laptops, desktop Macs, onset and rime flashcards, blend and diagraph charts, notebooks, pens, pencils, visual media, manipulatives.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Translation dictionaries (English only, English-Spanish, and picture), visual media and manipulatives are brought in during each lesson.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At West Prep Academy, there is constant communication with the ELA and Humanities teachers, this allows us to all be aware of the achievements shown across the board with the students. When communicating with the mathematics and science teachers, the academic language that will be used is gone over, to enable the ENL teacher to prepare the students for the vocabulary they will encounter. The methods of various forms of writing (as they apply in various subjects) is reviewed in ENL, and their final published drafts are reviewed and if progress is not made, different approaches are taken. For those students who are having extreme difficulty in learning phonemic awareness, Wilson is in place. For mathematics, there are AIS periods with both small group teacher led instruction and a computer program called "iXL". Students who are found to be entitled to speech services are provided such by the bilingual speech teacher, Ms. Brooke Linden.
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).
Scholars at West Prep Academy who are newly entering the 6th grade are invited to participate in the Summer Bridge program which has been created in order to assist former elementary school students entering the middle school environment. This is hosted by the principal, Carland Washington and the 6th grade team and the certified ESL teacher. Scholars who enroll during the school year are given tours by the parent coordinator and if they are in 8th grade they will be seen by the guidance counselor, Carlos Munoz, in order to assist them in their high school application process. The magnet specialist, Cidalia

Costa will ensure that they are up to date with all of the necessary permission slips to be filmed, as West Prep is a magnet school and is often in the media for its positive activities.

19. What language electives are offered to ELLs?

Scholars at West Prep Academy are given the option to study either Spanish or French through Rosetta Stone. The beginner ELLs are able to study English on Rosetta Stone.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The certified ESL teacher attends workshops from the city and state of New York, as well as literacy professional learning sessions, from independent companies such as Scholastic Books. The ESL teacher will then return to West Prep Academy and will turn key the information to the other teachers during the Monday 50 minute professional development time after the regular school day.

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?

There is professional learning offered to the ESL teacher and the other teachers of ELLs in the building through both the NYC Department of Education as well as the NYS Education Department. There are independent professional learning opportunities from companies such as Scholastic and Pearson as well.

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

Scholars at West Prep Academy who are newly entering the 6th grade are invited to participate in the Summer Bridge program which has been created in order to assist former elementary school students entering the middle school environment. This is hosted by the principal, Carland Washington and the 6th grade team and the certified ESL teacher. Once the scholars at West Prep Academy are ready to move onto high school, they are given time with the counselor, Carlos Munoz, to discuss some of the changes that they will encounter moving from the West Prep Academy environment to that of a larger high school.

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 certified ESL teacher attends workshops from the city and state of New York, as well as literacy professional learning sessions, from independent companies such as Scholastic Books. The ESL teacher will then return to West Prep Academy and will turn key the information to the other teachers during the Monday 50 minute professional development time after the regular school day. Records are kept by the payroll secretary, Samantha Speights through the agendas and copies of the attendance.

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?

West Prep has bilingual staff representing the Spanish language. Requested staff will be present to provide oral interpretation. Staff who act as interpreters will be trained on maintaining confidentiality and on the briefing-interpretation-debriefing process. The DOE Office of Translation and Interpretation Services or a contracted vendor will be contacted to provide oral interpretation in person or via telephone when school personnel are not able to provide the requested language(s) services. During parent activities such as individual meetings with parents, conferences, workshops, school leadership team meetings, and IEP meetings other-than-English language interpreters will be available to interpret for parents who need to participate in their native language. Interpreters may be staff members, members of the NYCDOE Translation and Interpretation Unit. West Prep will continue to respond to the language needs of parents in this way. Records of parental attendance are kept through attendance records which are kept by the teachers. ELL parents are called once a month to be informed of the child's language acquisition. Parents meet with the certified ENL teacher in the spring for a more formal one on one meeting.

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.

We have Student Led Conferences, in lieu of parent teacher conferences Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 - We have Student Led Conferences, in lieu of parent teacher conferences
 - Curriculum nights at the beginning of the school year
 - Tuesday afternoons are reserved for meetings and phone calls made for parent engagement and outreach
 - The guidance counselor makes calls throughout the day
 - There are events throughout the year where local companies and restaurants perform cooking demonstrations and invite the parents to attend and learn how to recreate the dishes they sample
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
At this time, the parents of the ELLs are involved in the same workshops that the Native English speakers are.
5. How do you evaluate the needs of the parents?
During the initial HLIS interview which is conducted by the certified ESL teacher, the parents are spoken to and asked about their comfortability communicating in the English language.
6. How do your parental involvement activities address the needs of the parents?
Every Tuesday after the regular school day, West Prep Academy allots for 40 minutes for parent engagement. This includes time to write letters, make phone calls and have face to face parent conferences. Parents who need translation services will have those provided by West Prep Academy in advance, through the Translation Unit.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

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

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 03 **School Name: M421**
Superintendent: Ilene

Before you begin, please check the following:

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

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

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

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

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

The language needs of the parents and guardians at West Prep Academy were identified using a variety of methods and in a variety of ways during interactions and contact with parents. We consulted ATS reports for initial identification of home languages other-than-English spoken by parents of students at West Prep. Information on parent language needs was collected from parents and gleaned from the sources and methods listed below:

- Home languages of students in school indicated in ATS
- Home Language Surveys were reviewed and language needs were identified
- A school-generated survey was also distributed to check accuracy of previously acquired information
- Evaluations completed by parents during parent meetings, parent conferences, and other parent activities.
- Documentation of language needs from face-to-face encounters with parents
- Language needs identified by parents during IEP conferences
- Language needs identified by parents on registration and attendance forms
- Language needs identified by parents to Parent Coordinator, PTA, and Language Access Coordinator during individual and group meetings
- Language needs as determined by language of written communication to teachers and other staff received from parents
- Review of translated written correspondences sent home to parents in the past.
- Information on the emergency contact cards (blue cards) to ensure that parents were communicated with in their preferred languages.

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

We have an electronic document that is sorted by grade and class that is updated regularly with the languages parents speak.

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.

Of the one-hundred ninety eight scholars at West Prep, the aforementioned data sources and methods reveal the following:

- Most of the parents and/or their households speak English.
- Other languages indicated are: Spanish, Arabic, Fulani, Hatian Creole, French, Wolof, Japanese, Taiwanese, Bengali, M-----
- Ten languages are represented by our other-than-English speaking students/families.
- Signs are posted in various languages at the security desk at the entrance of the school to inform parents of their right to have an interpreter and translated materials if necessary.

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.)

West Prep Academy disseminates the following materials in the languages identified by parents in which they wish to be communicated:

- Report cards
- Progress Reports
- Student Led Conferences (Parent Teacher Conferences): November 17-18; March 30-31
- School calendars
- Invitations to family nights: November 12
- After School program literature
- NYS testing dates and recommendations for parental support for their scholars
- City Wide Discipline codes
- West Prep Academy discipline codes- cell phones, uniform policy, lateness policy.
- Extra educational opportunities- Saturday school, extended day opportunities
- Newsletters to the families

The school will submit documents for translation 2 weeks prior to the events dated above.

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.

- We have Student Led Conferences, in lieu of parent teacher conferences: November 17-18; March 30-31
 - Curriculum nights at the beginning of the school year
 - Tuesday afternoons are reserved for meetings and phone calls made for parent engagement and outreach
 - The guidance counselor makes calls throughout the day
 - There are events throughout the year where local companies and restaurants perform cooking demonstrations and invite the parents to attend and learn how to recreate the dishes they sample
- The school will submit documents for translation 2 weeks prior to the events dated above.

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.

On the Blue Emergency contact cards, the guardians of each Scholar at West Prep Academy has indicated which language is their preferred language to be spoken/written in, in order to best communicate. To ensure that all parents at West Prep are provided with appropriate and timely information in their native language, all written communication to parents will be translated into the eleven major other-than-English languages spoken by parents of students by the ESL teacher and/or by the NYCDOE Translation and Interpretation Unit. The Parent Coordinator will maintain a supply of written resource materials in the native language(s) for parents to be available for distribution to parents at all times. These materials will include needs assessments and evaluation forms in the native languages (e.g., Spanish, Arabic, Bengali, etc.). Agendas, handouts, and other written materials will be sent to the Translation and Interpretation Unit or given to staff to translate well in advance of scheduled parent meetings, conferences, and workshops to ensure that materials are available in the parents' native languages when needed.

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

-The school will plan ahead and submit translation requests in timely manner to the T&I Unit to ensure translations are distributed in the same manner as English documents.

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.)

The ESL teacher/coordinator has done initial turn-key professional learning sessions on how to use the Translator Interpretation Unit in the month of August at the school's Staff Summer Institute. The school will conduct a PD on translations and interpretation services. All staff members received a copy of the "I speak..." card.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The ESL teacher/coordinator will speak at the initial parent information session with translators who will be able to target languages that no one else on staff can speak, this will allow them to be made aware of the pertinent information given. Welcome banners will be produced with the various indicated languages presented. There will be a poster created for the security desk in order to show the parent what they need to present to the security staff.

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)

The Jupiter Ed. system allows for parents to email the staff (teachers and administrators alike) to ensure constant communication on their satisfaction of the availability of services. In addition, each staff member is given their own West Prep Academy email address to ensure optimal parent feedback. The Department of Education also conducts their own parental survey, in which they are able to voice their opinion on the services received from West Prep Academy.