



**PARKSIDE PREPARATORY ACADEMY
MIDDLE SCHOOL 2**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: (17/ K/ 002)

ADDRESS: 655 PARKSIDE AVENUE, BROOKLYN, NY 11226

TELEPHONE: 718-462-6992

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 17K002 **SCHOOL NAME:** Parkside Preparatory Academy @ Middle School 2

SCHOOL ADDRESS: 655 Parkside Avenue, Brooklyn NY 11226

SCHOOL TELEPHONE: (718) 462-6992 **FAX:** (718)284-7717

SCHOOL CONTACT PERSON: Principal Adrienne Spencer **EMAIL ADDRESS:** ASpence1@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Linor Castro

PRINCIPAL: Adrienne Spencer

UFT CHAPTER LEADER: Arthur Slifkin

PARENTS' ASSOCIATION PRESIDENT: Anecia John-McCall

STUDENT REPRESENTATIVE: N/A
(Required for high schools)

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 17 **SSO NAME:** CFN602

SSO NETWORK LEADER: Julia Bove

SUPERINTENDENT: Rhonda Taylor

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Adrienne Spencer	*Principal or Designee	
Arthur Slifkin	*UFT Chapter Chairperson or Designee	
Anecia John-McCall	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Jawara Hudson	CBO Representative, if applicable	
	Teacher	
	Teacher	
`	Teacher	
Linor Castro	Member/ CSA	
Milessa March	Member/ Parent	
Sharon Clarke	Member/ Parent	
Marie Magliore	Member/ Parent	
Selena Palmer	Member/ Parent	
Yvonne Herivaux	Member/ Parent	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Parkside Preparatory Academy @ MS 2 is located in Flatbush, Brooklyn and is home to approximately 410 students. Our school is configured to accommodate students in grades 6 to 8. However, High School Regents level courses are offered in Math, Science and Foreign Language in accelerated classes. Our school is a fairly new, beautifully kept building that provides an attractive, welcoming and appealing environment. Our school is also home to a District 75 program, P141K.

Our goal of having a school that serves all of its students by providing an exemplary education is being realized every day at Parkside Preparatory Academy, as the designation of "Outstanding" Quality Review and an "A" rating highlights. However, we don't rest on our laurels, but rather extend our goals to even higher expectations from both staff and students. We know all of our students can learn and we have very high expectations for them to achieve the highest levels. We take our vision and mission very seriously:

Vision: We see Parkside Preparatory Academy as a community committed to developing and maintaining a culture of excellence, high expectation, mutual respect and collaboration by all students, staff and parents.

Mission: All students are expected to achieve success in our caring, safe and orderly community. Through a focused educational program, implementation of standards-based curriculum, and student centered teaching, our student are prepared to be come critical thinkers, problem solvers and tomorrow's leaders.

We are proud of our students and their work which is prominently displayed. The school is comprised of two academies. Each is guided by the Parkside Preparatory Academy's vision and is headed by an Assistant Principal, with a team leader and a cadre of experienced teachers who serve 6th, 7th and 8th grade students. Ongoing assessments identify students' strengths and challenges, and enable early interventions for improvement. Our special needs students (special education, ELLs and others with related services) are integrated within one of the academies. The academy configuration allows a personalized and differentiated instructional program for our diverse body of students. This year, we continued to implement a successful Advisory period, where students meet in small groups, each with a staff member that serves as their mentor, and integrates social and emotional learning into sessions which are intended to assist students in making good decisions.

The student body is supported by 1 principal, 4 assistant principals, 1 IEP teacher, 1 guidance counselor, 1 psychologist, 1 social worker, 8 paraprofessionals, 1 secretary, 4 safety officers, 6 school aides, 1 full time speech teacher, and 1 family worker. Other staff includes a math coach, a parent coordinator, as well as additional related support staff. We, of course, do not work in isolation, but rather in collaborative teams. This includes parent/guardians, and community members, in addition to administrators, staff and students. Our task is large and comprehensive, with a community of diverse students, and so we need to respond in kind. Our strategies for sustaining our programs include an extensive outreach to community resources and grant writing.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	M.S. 002			
District:	17	DBN #:	17K002	School BEDS Code: 331700010002

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.0	87.3	TBD		
Kindergarten	0	0	0						
Grade 1	0	0	0						
Grade 2	0	0	0						
Grade 3	0	0	0						
Grade 4	0	0	0						
Grade 5	0	0	0						
Grade 6	123	126	111						
Grade 7	185	145	138						
Grade 8	202	160	148						
Grade 9	0	0	0						
Grade 10	0	0	0						
Grade 11	0	0	0						
Grade 12	0	0	0						
Ungraded	2	5	3						
Total	512	436	400						
				Student Stability: % of Enrollment					
				(As of June 30)	2007-08	2008-09	2009-10		
					92.0	87.3	TBD		
				Poverty Rate: % of Enrollment					
				(As of October 31)	2007-08	2008-09	2009-10		
					90.8	88.7	94.7		
				Students in Temporary Housing: Total Number					
				(As of June 30)	2007-08	2008-09	2009-10		
					9	27	TBD		
				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
					9	11	10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	73	60	61						
No. in Collaborative Team Teaching (CTT) Classes	28	26	17	Principal Suspensions	12	49	TBD		
Number all others	11	17	14	Superintendent Suspensions	20	38	TBD		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0		
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0		

DEMOGRAPHICS							
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	39	43	50	Number of Staff: <i>Includes all full-time staff</i>			
# ELLs with IEPs	0	1	8	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	50	41	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	21	19	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	4	TBD
	11	6	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.8	0.7	1.0	Percent more than two years teaching in this school	74.0	80.5	TBD
Black or African American	86.1	83.9	82.5	Percent more than five years teaching anywhere	86.0	95.0	TBD
Hispanic or Latino	11.3	11.2	11.5				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	2.5	2.8	Percent Masters Degree or higher	86.0	95.0	TBD
White	0.6	0.9	1.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.7	100.0	TBD
Multi-racial	0	0	0				
Male	54.9	54.6	51.5				
Female	45.1	45.4	48.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:		
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)			✓	
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)		
	ELA:	✓		ELA:		
	Math:	✓		Math:		
	Science:	✓		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-	-				
Other Groups							
Students with Disabilities	✓ ^{SH}	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	80	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	

School Environment (Comprises 15% of the Overall Score)	11	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	37.7	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Evaluation Tool	Strengths	Areas for Improvement																
NYC School Survey	Improvement noted in academic expectations, engagement, communication, safety and respect.	<i>Continued improvement is needed in safety/respect and communication.</i>																
Progress report	2009 – 2010 B 2008 – 2009 A 2007 – 2008 A	<i>Student performance as measured by proficiency on the New York State, ELA and Math assessments need improvement.</i>																
Annual NYS Report Card	<p align="center"><u>AYP Status</u></p> <table border="1"> <thead> <tr> <th></th> <th>ELA</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>09-10</td> <td>X</td> <td>✓</td> <td>X</td> </tr> <tr> <td>08-09</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>07-08</td> <td>X</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> <p>Math and Science remains in good standing according to the state.</p>		ELA	Math	Science	09-10	X	✓	X	08-09	✓	✓	✓	07-08	X	✓	✓	<i>Science and ELA must show improvement in all subgroups, especially SD (Students with Disabilities), LEP (Limited English Proficient), ED (Economically Disadvantaged) and students of Black ethnicity.</i>
	ELA	Math	Science															
09-10	X	✓	X															
08-09	✓	✓	✓															
07-08	X	✓	✓															
NYS School Differentiated Accountability Status	Δ Math - Good Standing Δ Science - Good Standing	<i>Phase ELA: Restructuring Category: Comprehensive</i>																
Quality Review	2007 – 2008 – Outstanding	<i>Parkside Preparatory Academy will continue to address the areas of differentiation and structuring the reading programs as recommended.</i>																

In conducting a needs assessment, the Parkside Preparatory Academy team examined all available quantitative and qualitative data to analyze performance trends and identify areas in needs of improvement. City and State assessments, observations and learning walks, reveal strengths in many areas but the areas in need of improvement includes better students' performance in English Language Arts and Science. The special needs population including Special Education, English Language learners and Economically Disadvantaged are particularly identified on the State's annual report card for performance improvement. The NYS English as a Second Language Assessment reveals stagnation among advanced and intermediate learners. Most tend to stay within the same category year after year. There has been a large enrollment of English Language Learners classified as students whose education has been interrupted and whose proficiency in English is nil. This poses a tremendous challenge as budgetary constraints preclude the ability to acquire the services of language paraprofessionals.

Even though Mathematics has earned the designation of good standing on the NYS report card, and has met AYP for the last three years, there has been a decrease in students' latest proficiency results indicating the need for continued growth.

The road to improvement includes targeted assistance to address students' individual deficiencies; differentiation in instruction to accommodate students' strengths, interest, learning styles and differences; mastery in teachers content and methodology; sensible use of data and technology and writing action plans to effect the changes needed. Greater monitoring and accountability of all leaders will also assist in ensuring movement towards goals.

Greatest Accomplishments

Our greatest accomplishments over the last several years are as follows:

Our school received the first “Outstanding” Quality Review rating in the entire city. This is a testimony of the quality of our school curriculum and instruction, use of data to improve achievement, community collaborations and professional development offerings. We use all available resources to build staff’s capacity and raise students’ performance. High expectations, a solid commitment, great leadership and the school mission are the driving forces..

- We received an “A” rating in 07-08 and were in the 22 percentile of all similar schools.
- We received back to back “A” progress report rating for 2007-2008 and 2008-2009 years. We work as a team to meet all targets and goals each year.
- We have made significant gains in Math and ELA over the last 3 years as described earlier in the CEP.
- We have increased our Art offerings and have created our own school band. Students have access to drama, keyboards, violins, band, visual arts, dance and arts n’ craft.
- Yearly attendance is over 92% for the last four years, despite a portion of population living in sheltered situations.
- We have instituted a Character Education Program to improve students’ decision-making and to build self esteem and character.
- We made (AYP) adequate yearly progress in ELA, Math and Science for the 2008-2009 year.
- We have become a community of grant writers to increase enrichment offerings and builds students’ capacity. Over 250,000 were received in 2008-2010 to build programs to enrich students’ lives and promote achievement.
- Our ESL student population has been rising to the challenge. AYP was met in 2008-2009.

Aides

This school year 2010 – 2011 witnessed a decline in the grant allocation due to the ongoing economic crisis. Thus far, we have secured the following grants to enable us to provide supplemental assistance to our student body to enable them to succeed.

1) Title 3	\$15,000
2) Technology grant from Councilman Eugene Mathieu	\$100,000
3) Technology grant from Assemblyman Karim Camara	\$25,000
4) SIFE/ELLs	TBA

We have been further enriched by our community partnership that include: Project Arts, Brooklyn Empowerment Neighborhood Incentives (BENI), Downstate Medical Center, Medgar Evers Beacon, and 21st Century.

Barriers to continuous school improvement

- Adequate funding is needed to support supplemental programs to address the growing needs of our ESL population, i.e. Bilingual teachers, language professionals, coaches etc.
- Time constraints do not allow sufficient professional development opportunities, best practices sharing, inter-visitations, congruence meetings etc.
- Lack of parental support remains a big concern. Many parents do not pay attention to the particular needs of their children despite workshops, monthly meetings and consistent outreach on a regular basis. Opportunities are not utilized as much as they should be.

- There is a growing population of SIFE students who are non-ESL. These students are from the Caribbean, African and Mid-Eastern nations and they all have periods of interrupted formal education. This is a barrier to continuous improvement if funding is scarce.

One-year Performance Trend

ELA

Source: NYS School Report Card

The results of the State English Language Arts test shows that 374 students took the test of which 107 were 6th grades, 128 7th graders and 139 were 8th grade students. 18.7% of 6th graders scored level 1, 44.9% scored level 2, 30.8% scored level 3 and 5.6% scored level 4.

On the 7th grade level, 19.5% of students scored level 1, 47.7% scored level 2, 30.5% scored level 3 and 2.3% scored level 4. At the 8th grade level 26.6% of students scored level 1, 51.1% scored level 2, 22.3% scored level 3 and 0% of students scored level 4.

Overall 21.9% of students scored level 1, 48.1% scored level 2, 27.5% scored level 3 and 2.4% scored level 4.

2010	Level 1	Level 2	Level 3	Level 4
	21.9%	48.1%	27.5%	2.4%

The scores reflect a decrease in the number of students scoring levels 3 and 4 and an increase in students scoring levels 1 and 2. This is in direct opposition to how we wish our students to perform.

Mathematics

Source: NYS Testing Program

The NYS Assessment data indicate that 80.5% of students met promotional criteria in Mathematics. This shows that at least 80.5% of students made a minimum level 2 on the test; school-wide 19.5% of students scored at level 1, 48.6% scored level 2, and 31.9% scored level 3 and 4 in mathematics.

Source: School Report Card (NYS)

For the period 2009 -2010, our students made AYP in all 6 groups (6 Of 6). All of the groups met their target, therefore the school made AYP in Mathematics for 2009 – 2010.

Source: Progress Report Card

Data from the school progress card for 2009 -2010 indicated that the overall score for student progress was 36.9% out of 60. Additionally, the school did received extra credit for closing the achievement gap for self contained students.

Science

Source: NYS State Testing Program

Data from the 2010 New York Start summary report for 8th grade performance in science indicated that 36% of our students scored level 1; 38% scored level 2; 26% scored level 3 & 4 in science. This indicates that we must focus on raising the performance of students in science.

Two-year Performance Trend

ELA

Source: School Report Card (NYS)

Student progress for 2008-2009 shows that all subgroups (6 of 6) made AYP in ELA. Students with disabilities made it on the basis of Safe Harbor. All other special groups met their target. The school therefore made AYP in ELA 2008-2009.

Students' progress for 2009-2010 shows that students made AYP in one subgroup, Hispanic or Latino. No other subgroup made AYP, including Blacks, Students with Disabilities, Limited English Proficient and Economically Disadvantaged students. The school therefore did not make AYP in ELA for the 2009-2010 academic years.

MATHEMATICS

	Level 1	Level 2	Level 3 & 4
2008 - 2009	5.0%	36.8%	58.2%
2009 - 2010	19.5%	48.6%	31.9%

Source: NYS Testing Program

Overall, for all students tested in Mathematics in 2008- 2009, 58.2% performed at level 3 and 4. In 2010, only 31.9% of all students performed at levels 3 and 4, reflecting an 82.4% decrease in overall performance over the two years. The NYS Assessment data indicate that 80.5% of students met promotional criteria in 2009 – 2010, a 14.5% decrease in performance in 2008-2009. The trend shows a decline in performance at each grade level. In 2008-2009, 64.4% of all sixth grade students were performing at Level 3 and 4 in Mathematics. In 2010, the number of students performing at levels 3 and 4 decreased to 48.25%, a 33.6% decrease in performance at this level. In seventh grade, level 3 and 4 decreased from 68.9% in 2008-2009 to 33.8% in 2009-2010, a 104% decrease in level over the period of two years. The decline was much more severe at the Eighth Grade level. In 2008-2009, 43.5% of eighth grade students were performing at levels 4 and 4. In 2009-2010, only 17.4% of our Eighth Graders performed at Levels 3 and 4, a decrease of 150% in this level over the two years. The decline in levels can be directly attributed to the State-wide increase in range of the cut scores at all level of performance in 2009 – 2010.

Source: NYS School Report Card

In school year 2009 – 2010 and 2008 -2009, all student groups (6 of 6) met AYP in Mathematics. In both years all our student groups made significant progress because performance indices exceeded the effective AMO. Therefore, the Safe Harbor was not required for AYP. The data highlights the tremendous progress that has been made in the area of Mathematics. However, we will continue to monitor the progress of all groups through the analysis of the data from AIS, ARIS, Progress Report, and our inquiry processes. Review work and additional differentiated instruction support will be provided in order to maintain this positive trend in student achievement.

Science

Source: NYS Testing Program

Year/Level	Level 12008	Level 2	Level 3 & 4
2008 - 2009	18.8%	53.3%	27.9%
2009- 2010	36%	38%	26%

Data from the NYS Report Card indicates that the year 2009 -2010, 36% of students scored at Level 1, an increase of 17.2% over 2008-2009. The number of students achieving Level 2 decreased from 53.3% to 38%. Students achieving Level 3 and 4 decreased from 27.9% to 26% in 2009 – 2010.

Source: NYS Report Card.

This year, none of our student groups met the criterion for test performance. Regarding test performance in 2008 -2009, all student groups met the test performance and each group's performance index (PI) exceeded their State Performance objective standard.

Total School: All students tested – Mathematics Performance on State Assessments

	Level 1	Level 2	Level 3 and 4
2007- 2008	14.9%	39.8%	45.2%
2008-2009	5.0%	36.8%	58.2%
2009 - 2010	19.5%	48.6%	31.9%

Over a three year-year period from 2008 -2010, the percentage of all students tested at Level 1 decreased from 14.9% to 5.0%. Students performing at Level 2 decreased from 39.8% in 2008 to 36.8% in 2009, and then increased to 48.6% in 2010. At levels 3 and 4, the percentage of students scoring at level 3 and 4 increased from 45.2% in 2008 to 58.2% in 2009, and then decreased by 26.3% to 31.9% in 2010. An analysis of this three year trend in Math overall performance indicates that the increase in levels 1 and 2 are significant, and is a direct result of the decline in level 3 and 4 performances. Students performances in levels 3 and 4 decreased by 26.5%, and can be attributed to the increased in cut score levels by the State education Department. We must endeavor to maintain a decreasing trend in level 1 performance and at the same time increases in levels 3 and 4 must be maintained and improved upon.

Overall, during the period 2008 – 2010, student's success has been marked by constant, significant improvement in Mathematics, and gives concrete evidence of the validity of our effective professional development, use of data, success of our remediation program and utilization of our afterschool programs.

Source: School Report Card.

Analysis of the school report card for the period 2008 – 2010 shows that the school has met AYP in Mathematics over the three years of our analysis.

Three-year Performance Trend

ELA

Total School: All Tested Students – ELA Performance on State Assessments

Year	Level 1		Level 2		Level 3		Level 4	
2008	33	7.1%	261	55.9%	172	36.8%	1	0.2%
2009	10	2.5%	183	49.4%	210	51.5%	5	1.2%
2010	82	21.9%	180	48.1%	103	27.5%	9	2.4%

Over the 3-year period from 2008 to 2010, the percentages of students testing from Level 1 decreased from 7.1% in 2008 to 2.5% in 2009 and then increased to 21.9% in 2010. Students performing at Level 2 decreased from 55.9% in 2008 to 49.4% in 2009 to 48.1% in 2010. At Level 3, there was a percentage increase from 36.8% in 2008 to 51.5% in 2009. This number decreased to 27.5% in 2010. The percentage of students performing at Level 4 increased slightly from 0.2% in 2008 to 1.2% in 2009 and again to 2.4% in 2010.

The data shows that the percentage of students performing at Level 2 showed little change for 2009 and 2010. The big difference was the increase in the percentage of students performing at Level 1 mirrored by the decrease in the percentage of students performing at Level 3. There continues to be a small but steady increase in the number of students performing at Level 4. We must continue to maintain the increases in students performing at Level 4. With the changes made by the state in scoring which reflects efforts to raise the levels of teaching and learning, we must also continue to raise the bar to meet the expected performance levels.

Based on the data, programs will be developed to address the marked increase in the number of students who achieve level 1 and the decrease in level 3 performances.

- Tier 1 instruction must address the multiple intelligences needs, abilities and interest of all students.
- Differentiating the instruction and providing targeted assistance with timely feedback must become a priority.
- Additional support will be provided for students through two additional periods of ELA per week.
- Instructional strategies, including the use rubrics, conferencing, utilizing data to inform instruction, continuous assessment and the examination of student work must continue to provide the framework from which a successful ELA program.
- Early identification of students with IEP's who may need alternate assessment must be implemented.
- A Comprehensive targeted extended day program which identifies students who need assistance will be developed with close examination of the data and with constant consequences between teaches.
- Level 1 student will be emerged to a number of researches-based instructional programs including Rigor, Read 180, System 44, Fastt-math etc. A system of pull-out will be used for academic intervention while the push-in model will also be utilized for the core subjects.

Three-year Performance Trend

A Three Year Analysis of Performance Trends in Mathematics Disaggregated by Grade and Targeted Students Groups
STUDENTS WITH DISABILITIES 2008 -2010

Sixth Grade

Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Level 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2008	20	6	30.0	9	45.0	4	20.0	1	5.0	5	25.0
2009	23	6	26.1	8	34.8	9	39.1	0	0.0	9	39.1
2010	13	7	53.8	5	38.5	1	7.7	0	0.0	1	7.7

In 2008, 30.0% of the sixth grade students were performing at Level 1. In 2009, 26.1% of students performed at Level 1, a decrease of 3.9% from the previous year. For 2010, 53.8% of the students performed at Level 1. This represents a 27.7% increase over the same period of 2010.

There was similar movement for those SWD at Level 2. In 2008, 45.0% of the students performed at level 2, 34.8% in 2009, a decrease of 10.2% over the same period of 2008. In 2010, 38.45 of the students performed at Level 2. The increase in Level 2 performances represented a significant shift toward a greater number of students dropping from Level 3 and 4.

In 2008, 25.0% of Students with Disabilities performed at Level 3 and 4. For the same period in 2009, 39.1% Of SWD performed at Level 3 and 4. This represented a 14.1% increase in Level 3 and 4 performances over 2008. In 2010, the level of SWD performing at Levels 3 and 4 dropped to 7.7%, a 31.4% decrease over the same period of 2009. The decrease in Level 3 and 4 performances represent a significant shift toward a greater number of students moving to Levels 2 and Level 1.

Seventh Grade

Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2008	36	8	22.2	22	61.1	6	16.7	0	0	6	16.7
2009	26	2	7.7	17	65.4	7	26.9	0	0	7	26.9
2010	26	8	30.8	15	57.7	3	11.5	0	0	3	11.5

The shift was less evident in the seventh grade. In 2008, 22.2% of SWD performed at Level 1, 7.7% in 2009, and 30.8% in 2010, resulting in an increase over a three year period of 8.6%. In 2008, 61.1% of SWD performed at Level 2.

In 2008, 61.15 of SWD performed at Level 2, 65.4% in 2009, and 57.7% in 2010. Level 3 and 4 showed similar movement over the same period 2008 – 2010. In 2008, 16.7% of the students performed at Level 3 and 4. In 2009, the percentage of students performing at Levels 3 and 4

increased to 26.9%, an increase of 10.2% for the same period 2009. In 2010, Level 3 and 4 performances decreased from 26.9% to 11.55, a 15.4% decrease in the period from 2009 to 2010.

Eighth Grade

Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2008	33	16	48.5	12	36.4	5	15.2	0	0.0	5	15.2
2009	31	3	9.7	15	48.4	13	41.9	0	0.0	13	41.9
2010	27	13	48.1	14	51.9	0	0.0	0	0.0	0	0.0

The shift was more evident in the eighth grade. In 2008, 48.5% of eighth grade SWD performed at Level 1. In 2009, only 9.7% of the students performed at Level 1, a decrease of 38.8% decrease over the period 2008. In 2010, 48.1% of SWD performed at Level 1, an increase of 38.4% increase in level 1 performance over 2009. Over the three year period 2008 – 2010, the level of SWD performing at Level 1 decrease from 48.5% to 48.1%, a slight decrease of only 0.4% over the three year period. Over the same three year period, the percentage of SWD performing at Level 2 increase from 36.4% to 51.9%, an increase of 15.5% over the three year period. Levels 3 and 4 showed similar decrease over the said three year period. In 2008, 15.2% of the SWD with performed at Level 3 and 4. Over the same period 2008 -2010, there were no SWD performing at Level 3 and 4. This showed a significant decrease of SWD performances over the three years 2008 – 2010.

All students Tested

Year	Number Tested	Level 1		Level 2		Level 3		Level 4		Levels 3 & 4	
		#	%	#	%	#	%	#	%	#	%
2008	89	30	33.7	43	48.3	15	16.9	1	1.1	16	18.0
2009	80	11	13.8	40	50.0	29	36.3	0	0.0	29	36.3
2010	66	28	42.4	34	51.1	4	6.1	0	0.0	4	6.1

For all grades tested in 2008, 33.7% of all students performed at Level 1, and decreased to 13.8% in 2009. In 2010, the percentage of SWD increased from 13.85 to 42.4%, a 28.6% increase in Level 1 performance in over the said period. Over the three year period, Level 1 performances for SWD changed from 33.7% in 2008 to 42.4% in 2010. This represents an 8.7% increase in Level 1 performances over the three year period.

In 2009, 48.3% of SWD performed at Level 2, 50.0% in 2009, and 51.1% in 2010. Level 3 and 4 showed more significant movement over the same period 2008 to 2010. In 2008, 18.0% of all SWD performed at Levels 3 and 4, 36.6% in 2009, an increase of 18.35 over 2008. In 2010, the number of SWD performing at Levels 3 and 4 decreased by 30.1%, to 6.1%. This significant decrease over the three years represented an 11.9% decrease in Level 3 and 4, or a 195% decrease over the three years.

SECTION V: ANNUAL SCHOOL GOALS

- 1. To increase English Language Arts proficiency schoolwide:**
By June 2011, all students, including ELLs and Special Needs, will demonstrate progress toward achieving state standards in ELA as evidenced by a 5% increase in students' scoring at Level 3 and 4 on the NYS ELA assessment and/or the NYSESLAT Exam.

- 2. To increase Math proficiency schoolwide:**
By June 2011, all students will demonstrate progress toward achieving standards as evidenced by a 5% increase in students scoring at Levels 3 and 4 on the NYS Math assessment.

- 3. To develop and implement differentiated strategies schoolwide:**
By June 2011, 100% of all teachers will use differentiated strategies in their lessons as evidenced by learning walks, observations, assessment folders, students work etc.

- 4. To implement the National Core Standards in ELA, Social Studies and Science:**
By June 2011, 100% of all ELA and Social Studies teachers will implement the National Core Standards in ELA and Social Studies.

- 5. 1) To implement a standard-based Visual Arts Program schoolwide.
2) To integrate the visual arts program into all subject areas.**
By June 2011, all students' level of exposure and participation in the arts will be increased by 5% as measured by formative and summative assessments (work products, rubrics).

- 6. To improve Science proficiency in the 8th grade.**
By June 2011, 50% of 8th grade students will achieve Levels 3 and 4 as measured by performance on the NY State Intermediate Level Examination (ILS) and the Living Environment Biology Regents.

SECTION VI: ACTION PLAN

Subject/Area: English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>1. To increase English Language Arts proficiency school wide. By June 2011, all students will demonstrate progress toward achieving state standards in ELA as evidenced by a 10% increase in student’s scoring at level 3 & 4 on NYS ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The school will implement multiple research based reading programs to address the varying needs of our students. These programs will address reading, writing, listening and speaking standards of the ELA curriculum. • In addition to balanced literacy we will continue to use the core curriculum libraries and incorporate teacher’s college reading/writing workshops to promote the literacy instruction. • The school will continue the study of literature on a schoolwide basis to further promote student’s interest in reading, and writing about reading. • A system of assessments to track student progress including the use of Acuity, ARIS, performance series, NY Start and teacher-made assessment will be further streamlined. • Weekly teacher teams will continue to meet in an effort to strengthen content knowledge, support teachers’ use of data, promote coherence to the units of study and the implementation of the national core standards. Teacher teams will continue meeting to analyze student’s work, develop lesson plans and review best practices. • Inter and intra-visitations to observe best practices will continue on a regularly scheduled basis. The plan will target all students. The principal, assistant principals and teachers are the responsible staff. The plan will span from September 2010 to June 2011.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>All Federal, State and Local funds are being “conceptually” consolidated in a Schoolwide Program. These include Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA and Tax Levy. Consolidated funds will be used in the following categories: Personnel including Assistant Principals, classroom teachers, paraprofessionals, aides; Code 100/130- instructional supplies; Code 199- software; Code 300- hardware; Code 337- textbooks; Code 338- Library.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim assessments – Predictives (2 per year) and ITAs (1 per year); report card data(4 per year); baseline data; state assessments; ARIS/Acuity data; 3 week temperature checks; ongoing examination of students’ work.</p>

Subject/Area: Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>2. To increase Math proficiency school wide.</p> <p>By June 2011, all students will demonstrate an increase of 10% in math proficiency and progress as measured by the New York State assessments and New York City progress reports.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will implement the following strategies:</p> <ul style="list-style-type: none"> • Use of interim, state, and uniform school assessments, as well as teacher made tests to inform instruction; teacher will glean and analyze data from ARIS and Acuity to inform instruction. • Provide rigorous AIS to all ELLS, special education and general education students performing in the bottom third. Extended day programs will be developed and implemented to address students’ needs and raise achievement. • Implement AIS/Pull out programs for all level 1, low level 2 students and students in the bottom third during the school day. • Institute school wide uniform assessments beginning with a diagnostic assessment at the start of the school year to establish a base line. Other strategies include implementation of interim formative assessments (problem of the week, homework, holiday and vacation packets); ITA’s and Predictive; summative assessments (midterms and finals, state assessments, teachers observations, and attendance). • Institute school-wide policy on student work folders, portfolio work, and assessment binders so that students’ progress and achievement may be monitored throughout the year. • Mandate goal-setting for all students; provide one-on-one conferencing with each student to set individual goals and an action plan to achieve those goals. Students will work with an assigned counselor or mentor teacher to plan for success. • Math Literacy will be infused in instruction. Direct vocabulary instruction, use of rubrics, problem solving strategies, and reading and writing techniques will be infused in instruction. • Strengthen parent involvement in mathematics by: implementing content classes for parents on Saturdays or weeknights; hosting Math Nights to generate parent and student interest in math; conducting Title1, ELL and Special needs parent workshops in math. • Implement the core curriculum according to the revised 2010-2011 pacing of the NYS indicators. Align pacing to the Math textbook and write units of instruction that are rigorous and differentiated. • Accelerated program in mathematics, students will be provided with Specialized High School exam prep at sixth grade and Regents Integrated Algebra at the eighth grade level <p>Responsible staff members are the principal, assistant principals, teachers, coach.</p>
<p>Aligning Resources: Implications for scheduled FY’11 PS and/or OTPS budg</p>	<p>All Federal, State and Local funds are being “conceptually” consolidated in a Schoolwide Program. These include Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA and Tax Levy. Consolidated funds will be used in the following categories: Personnel including Assistant Principals, classroom teachers, paraprofessionals, aides; Code 100/130- instructional supplies; Code 199- software; Code 300- hardware; Code 337- textbooks; Code 338- Library.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim assessments – Predictives (2 per year) and ITAs (1 per year); report card data(4 per year); baseline data; state assessments; ARIS/Acuity data; 3 week temperature checks; ongoing examination of students' work.</p>
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Subject/Area: Differentiation

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>3. To develop and implement differentiated strategies in school wide curricula.</p> <p>By June 2011, 100% of all teachers will use differentiated strategies in their planning, preparation and delivery of instruction as measured by: learning walks, formal and informal observations; lesson plans; assessment folders; individualized student plans of actions; student work; bulletin board display and homework assignments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Parkside Prep Academy will support teachers by incorporating the following actions:</p> <ul style="list-style-type: none"> • by setting up inter- and intra-visitations to observe best practices • by developing and implementing workshops and study groups • by modeling lessons and assisting with lesson planning • by providing opportunities to team plan and knowledge share, i.e. common planning meetings, faculty meetings, developmental meetings through coaching • by creating teacher teams to support differentiation schoolwide <p>Responsible staff members are the principal, assistant principals, teachers, coach.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>All Federal, State and Local funds are being “conceptually” consolidated in a Schoolwide Program. These include Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA and Tax Levy. Consolidated funds will be used in the following categories: Personnel including Assistant Principals, classroom teachers, paraprofessionals, aides; Code 100/130- instructional supplies; Code 199- software; Code 300- hardware; Code 337- textbooks; Code 338- Library.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Weekly learning walks, informal and formal observations, students work, assessment folders, bulletin board displays, lesson plans, instructional charts</p>

Subject/Area (where relevant):

ELA / Social Studies / Science – Core Standards

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>4. To implement the National Core Standards in ELA and Social Studies and Science.</p> <p>By June 2011, 100% of ELA, Social Studies and Science teachers will implement the National Core Standards in those areas.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Parkside Preparatory Academy will support teachers by incorporating the following actions:</p> <ul style="list-style-type: none">• by providing on going professional development to learn the core standards.• by creating study groups in the first trimester to help teachers navigate the core standards.• by utilizing curriculum teams to review and align the national core standards to curriculum units of study. <p>This plan will span the school year from September 2010- June 2011. Responsible staff members are the principal, assistant principals, teachers, coach.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>All Federal, State and Local funds are being “conceptually” consolidated in a School-wide Program. These include Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA and Tax Levy. Consolidated funds will be used in the following categories: Personnel including Assistant Principals, classroom teachers, paraprofessionals, aides; Code 100/130- instructional supplies; Code 199- software; Code 300- hardware; Code 337- textbooks; Code 338- Library.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Ongoing formal and informal observation with feedback; feedback from teacher team meetings; improvement in lesson planning and delivery; improvement in students’ work product; improvement in students’ state assessment results.</p>

Subject/Area (where relevant)**Arts Program**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>5.</p> <ol style="list-style-type: none"> 1. To develop and implement a standards-based Visual Arts Program schoolwide. 2. To integrate the Visual Arts program into all subject areas. <p>By June 2011, all students' level of exposure and participation in the arts will be increased by 50% as measured by formative and summative assessments (work products, rubrics).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Goal 1:</p> <ul style="list-style-type: none"> • Develop and implement a comprehensive array of visual arts disciplines, i.e. Graphic Design, Ceramics, Printmaking, Fashion Design, Collages, Digital Photography, Sculpture and Painting studios in grades 6 and 7. • Create an Arts Resource Team at Parkside Preparatory Academy to support our goal. The PPA Arts Resource Team will include members of the staff who are artists, parents and a cadre of professional artists who will bring a strong advocacy for the arts. • Schoolwide arts initiatives (Annual Visual Arts Fair) will conduct art workshops, attend parent meetings and mentor Visual Arts Students. • Collaborate with core teachers to correlate art lessons, Students will create standards-based art and projects demonstrating the techniques learned in Graphic Design, Ceramics, Printmaking, Fashion Design, Collage, Digital Photography, Sculpture and Painting Studios. <p>Goal 2:</p> <ul style="list-style-type: none"> • Collaborate with core teachers to correlate art lessons with the academic core curriculum and electives: ELA - Read 10,000 Initiative; art books, illustrations, book reports, signing book jackets Math – Geometry in Art Social Studies – Cultural Connections Through the Visual Arts Science – The Oil Spill Project, Earthquakes, Earth Day, and related art projects, posters and architecture Electives: Career Education – Exploration of careers in the arts Technology – Digital Photography, Journalism, and Filmmaking • Attend trips to museums, art galleries, and Fashion Institute and Technology (FIT) <p>Responsible staff members are the principal, assistant principals, teachers, trainers</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Certified Art Specialists, teachers, Administrators, parents, Fashion Designer, Digital Photographer, Web Designer, and PPA Arts Resource Team. Assistant Principals, teachers, CFN Staff, parents. All Federal, State and Local funds are being “conceptually” consolidated in a School-wide Program. These include Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA and Tax Levy. Consolidated funds will be used in the following categories: Personnel including Assistant Principals, classroom teachers, paraprofessionals, aides; Code 100/130- instructional supplies; Code 199- software; Code 300- hardware; Code 337- textbooks; Code 338- Library.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Feedback/Evaluation of workshops, seminars, conferences, surveys, questionnaires, etc. Student work products, rubrics Documentation of student achievement through multi-layered periodic performance-based assessments. Students will complete questionnaires with reflective questions on their thinking as themselves as learners to become aware and understand their reflective and cognitive processes. Interest Surveys Recognition of students' accomplishments on a quarterly basis</p>
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Subject Area**Science**

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>6. To improve Science proficiency in the 8th grade.</p> <p>By June 2011, more than 65% of the 8th grade students will achieve Levels 3 and 4 as measured by performance on the NY State Intermediate Level Examination (ILS)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Review and modification of the curriculum to meet the needs of students • Increased literacy and technology usage in science classroom • Teachers will participate in both internal and external professional development • Movement towards projects-based instruction • Engage teachers in differentiated instruction • Hands-on science lab experimentation and data analysis • Creation of science Inquiry group that will meet monthly to set measurable goals for grades, classes and targeted students, based on formal and informal assessments • Broaden and deepen instructional practices through high quality standards-based, results-driven, professional development for teachers, especially those in CTT and Special need classrooms. <p>Responsible staff members are the principal, assistant principals, teachers, coach.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>All Federal, State and Local funds are being “conceptually” consolidated in a Schoolwide Program. These include Title I, Part A, Title II, Part A, Title III, Part A, Title IV, IDEA and Tax Levy. Consolidated funds will be used in the following categories: Personnel including Assistant Principals, classroom teachers, paraprofessionals, aides; Code 100/130- instructional supplies; Code 199- software; Code 300- hardware; Code 337- textbooks; Code 338- Library.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Teachers will review curriculum at the beginning of the year and create pacing charts to meet the needs of all students. • Students will be given base line tests at start of year to establish needs, periodic teacher generated exams, monthly department school-wide exams, and a department midterm exam • Growth in student performance on assessment and projects • Increase in the number of students passing the Regents Living Environment Exam

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	102	88	0	0	38	7	10	40
7	83	67	0	0	47	15	18	55
8	112	108	30	30	137	21	25	48
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA: Wilson, Read 180, REWARDS, Great Leaps, Fast Track, Soar to Success, Achieve 3000/Teen Biz 3000, System 44	These programs all address English Language Arts and are geared at different level of needs. The method of delivery are small group/push in/pull-out sessions, conferencing and after school programs.
Mathematics: Destination Math, Access Math, Breakaway Math/Foundations Intervention Kit, Fast Math	These technological programs are designed to motivate and increase students' math performance. They will be delivered by way of small group/push in/pull-out sessions, conferencing and after school programs.
At-risk Services Provided by the Guidance Counselor:	Providing academic, crisis and health counseling. Academic intervention and guidance services. Services are offered during the school day on an as needed basis.
At-risk Services Provided by the School Psychologist:	Education and Psychological referrals conducted. Evaluation and testing; mandated counseling as needed. Conducting initial and triennial evaluations. Services are offered during the school day on an as needed basis.
At-risk Services Provided by the Social Worker:	Counseling, conducting social histories, organizing pupil personnel case conferencing. Services are offered during the school day on an as needed basis.
At-risk Health-related Services:	Provide diabetic, asthmatic, sickle cell and nutritional advisement and counseling for identified students. Monitor immunization and health alerts for students; conduct vision and hearing test and provide basic health services.
SES Providers	These Afterschool services are geared towards small-group intervention particularly in ELA and Mathematics.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP)

Uploaded through i-Plan

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) 6-8 Number of Students to be Served: 56 LEP 0 Non-LEP

Number of Teachers 1 Other Staff (Specify) 0

School Building Instructional Program/Professional Development Overview

Part B: CR Part 154 (A-4) Bilingual/ESL Program Descriptions

Type of Program: Bilingual X ESL both Number of LEP (ELL) Students served in 2010-2011: 56

I. Instructional Program (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc):

Parkside Preparatory Academy is a NYC Public School with grades 6-8. The ELL population totals 56 students. Within the ESL population there are over 27 SIFE students. SIFE students will meet with their respective instructor(s) for extra periods daily for additional help to decrease their deficiencies and increase their English proficiency. The ESL students are taught by an ESL certified teacher in the ESL program. Based on the language distribution of the ELLs, native Para Educators in Haitian Creole, Spanish, and Arabic provide language support. Intermediate and beginning students will receive 360 minutes of ESL instruction each week and advanced students, 180 minutes of ESL and 180 minutes of ELA each week. All of our teachers are trained in QTEL Scaffolding strategies, these strategies will be used to increase student performance in the content areas. Project EXC-ELL strategies, Americas' Choice, Renzulli, TeenBiz3000, Brainchild, Read 180, SYSTEM 44, FASTT Math, Destination Math, RIGOR and the Wilson program. Teachers also differentiate instruction to cater to the needs of our diverse population. These academic intervention programs are technology based programs that are used to differentiate instruction in order to improve reading, writing, and literary understanding. These programs will help to boost the general proficiency of students. Teachers will also stimulate high-order thinking in all content areas through a rigorous curriculum. Riverdeep, Destination Math, and FASTT Math programs will be used in the 2010-11 school year to address math deficiencies in our ELL population.

II. Parent/community involvement:

Research shows that parent involvement is a necessary tool to ensure student success. Recognizing that there are obstacles to parent involvement, accommodations will be made to support parents. Parkside Preparatory Academy recognizes the need for literacy program and technology awareness for our ELLs' parents. As a result, the ESL teacher along with the parent coordinator will organize literacy workshops that will focus on building the reading and writing skills and technology awareness of the ELLs' parents. There will be parental involvement workshops offered each month for school year 10-11 the groups will meet on Saturdays from 9AM to 12 noon. We will purchase and use English 2000 workbooks 1 and 2 from New Education Press, Inc, and computer programs to assist out parents. In addition, all outreach to parents will be in the language of the home. Two orientation sessions will be held for parents of all LEP students to keep them informed of the school's programs, materials, requirements and options. In addition to the mandated parent orientation of the ELL students we will have meetings with parents of ELLs where we will discuss additional services and regulations provided for the ELLs, and requirements for graduation. We will also have Title 1 days where our parents will be invited to celebrate with us and receive valuable information about our programs.

III. The New Comer Program (Programs and activities to assist newly enrolled LEP students):

Parkside Preparatory Academy intends to provide a variety of additional resources for our newly-arrived ELL students. To welcome them to the school community, the students and their parents will be invited to an orientation session where they will be given a tour of the school and an opportunity to learn about the school. Programs, curriculum and information about available services will also be distributed in different languages. To ensure effective communication with parents, correspondence will be translated into various languages and sent home.

Items such as bilingual literature, translation dictionaries, phonetic texts, and computerized programs will be purchased. A “Peer system” will be set up so that the “new-comers” can be assisted by students from their native land. An Arabic paraprofessional was hired to assist our growing number of Arabic students to make the transition from their native language to English. Greater efforts will be made in the area of professional development to train general education teachers in the scaffolding techniques, TPR strategy and the use of visual aids to build vocabulary across the content areas. Alternative training in test translation will be given to bilingual staff members so that they can become more proficient in test administration for our ELL/ESL students.

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2010-11

School Building: _____ 17K002 _____ **District** _____ 17 _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2010-2011				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	1				3	4

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

SAMPLE STUDENT SCHEDULE 2010-11 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 17

School Building: 17K002

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:59 To: 9:43	Communication Arts	Math	Social Studies	Communication Arts ESL	Math
2	From: 9:46 To: 10:30	Communication Arts	Math	Communication Arts ESL	Music	Math
3	From: 10:33 To: 11:17	Social Studies ESL	Social Studies	Communication Arts ESL	Communication Arts ESL	Social Studies
4	From: 11:20 To: 12:04	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 12:07 To: 12:51	Math	Communication Arts Library/ESL	Science	Math	Communication Arts ESL
6	From: 12:54 To: 1:38	Math	Communication Arts ESL	Science	Math	Communication Arts ESL
7	From: 1:41 To: 2:25	Art	Gym	Math	Science	Science
8	From: 2:28 To: 3:12	Art	Gym	Math	Social Studies	Science

SAMPLE STUDENT SCHEDULE 2010-011 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 17

School Building: 17K002

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:59 To: 9:43	Social Studies ESL	Communication Arts	Social Studies	Communication Arts	Communication Arts
2	From: 9:46 To: 10:30	Math	Communication Arts	Social Studies	Communication Arts	Communication Arts
3	From: 10:33 To: 11:17	Math	Math	Communication Arts	Spanish	Social Studies ESL
4	From: 11:20 To: 12:04	Lunch	Lunch	Lunch	Lunch	Lunch
5	From: 12:07 To: 12:51	Communication Arts	Science	Science	Math	Math
6	From: 12:54 To: 1:38	Communication Arts ESL	Science	Math	Social Studies	Math
7	From: 1:41 To: 2:25	Spanish	Spanish	Math	Science ESL	Gym
8	From: 2:28 To: 3:12	Spanish	Spanish	Communication Arts	Science	Gym

SAMPLE STUDENT SCHEDULE 2010-2011

Bilingual Program Type: ___ ESL ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___X___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:59 To: 9:43	Math	Communication Arts ESL	Math ESL	Math	Communication Arts
2	From: 9:46 To: 10:30	Math	Communication Arts	Spanish	Math ESL	Communication Arts ESL
3	From: 10:33 To: 11:17	Science	Spanish ESL	Spanish	Gym	Social Studies
4	From: 11:20 To: 12:04	Science	Social Studies	Social Studies	Gym	Math
5	From: 12:07 To: 12:51	Lunch	Lunch	Lunch	Lunch	Lunch
6	From: 12:54 To: 1:38	Social Studies	Science	Communication Arts	Communication Arts	Spanish
7	From: 1:41 To: 1:25	Communication Arts	Math	Communication Arts	Communication Arts	Spanish
8	From: 2:28 To: 3:12	Communication Arts ESL	Math	Science ESL	Social Studies ESL	Science

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students

Form TIII – A (1) (a)

Grade Level(s) 6-8 Numbers of Students to be Served: 56 LEP 0 Non-LEP
Number of Teachers 5 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

During the 2010-2011 school year, the Title III program at Parkside Preparatory Academy will help ELLs to attain proficiency in English while meeting state academic achievement standards in ELA and Math. Two licensed teachers will provide instruction for the intended population. We will implement the following academic interventions for ELLs.

- RIGOR
- SYSTEM 44
- FASTT MATH
- READ 180
- Teenbiz3000

The teachers will participate in the implementation training for RIGOR, the instructional program selected for the After School Reading Program. In addition to direct instruction in Mathematics, students will also use Destination Math. The teachers will also participate in professional development provided by OELL. These professional development workshops will focus on the following: differentiated instruction, using data to plan instruction for ELLs, and training in QTEL scaffolding strategies. The Title III program at Parkside Preparatory Academy will focus on supplemental instruction for our ELLs in ELA and Mathematics.

Form TIII – A (1)(a)

Grade Level(s) 6-8

Numbers of Students to be Served: 56 LEP

Non-LEP 0

Number of Teachers 2

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Parkside Preparatory Academy @ Middle School 2 has a student population of 400. There are currently 56 students enrolled in our ESL program. Twenty seven of our ELLs are SIFE. Six of our ELLs are enrolled in Special Education. These students come from families who speak Haitian Creole, Spanish, Twi, French, and Arabic. All our LEP students are identified through the LAB-R and NYSESLAT examinations. Sixteen of our students are Beginners, thirteen are Intermediate, and eighteen are at the Advanced level on the NYSESLAT. Intermediate and Beginning students receive 360 minutes of ESL instruction each week, and advanced students, 180 minutes ESL and 180 minutes of ELA instruction each week. At Parkside Preparatory Academy we provide ESL services to our ELLs in Arabic, Haitian Creole, French, and Spanish.

Parkside Preparatory Academy, will use the Title III Grant to implement an after school program for 30 ELLs who are performing at the Beginning and Intermediate levels on the NYSESLAT and LAB-R. An analysis of the ELA, Mathematics, NYSESLAT, and LAB-R results demonstrates the need to further support the English acquisition of all ELLs. Based on the performance of students at the NYSESLAT and LAB-R, the needs of students are identified. Those students who are identified as Beginners and Intermediate have shown severe deficiencies in all modalities Reading, Writing, Listening, and Speaking .They are very weak in reading comprehension strategies, academic vocabulary, and syntax. In- house Mathematics examinations indicate that these students are performing below grade levels in Math, as well. Parents will be notified of this service. They will be invited to participate in an orientation meeting on Tuesday September 14, 2010 from 6 P.M. to 8 P.M. As the program unfolds, parents will be invited to visit classroom and they will be kept informed in their native languages of their children's progress.

The purpose of this Title III After-school program is to provide instructional intervention for this sub-group of ELLs. This after school program is designed to help LEP students attain English proficiency while meeting State academic achievement standards.

There will be two classes comprising of 15 students each. The Title III after school program will begin on Tuesday September 20, 2010 .These

classes will meet on Tuesdays thru Thursdays from 3:30p.m. to 5:30 p.m. This program will end in June 23, 2011. Two certified teachers will be hired to teach this program; one (1) certified ESL Teacher and one (1) certified Math Teacher. Each group of 15 students will receive 1 hour of Math and 1 hour of ELA each day. Students will be divided into two groups and serviced according to their proficiency levels. For example on any given day both groups will each receive one hour of ELA and one hour of Mathematics. In both classes students will receive direct academic vocabulary instruction. For the ELA program students will receive direct instruction using RIGOR and Teen Biz3000. For the Math program Destination Math will be used. We will use translation dictionaries and in addition ESL scaffolding materials.

We have selected RIGOR as the reading intervention program for the After-school Title III program. This program was developed by Margarita Calderon, Ph.D a research scientist at Johns Hopkins University School of Education. The RIGOR Intervention resources are based on Dr. Calderon's studies of English acquisition. The materials include age appropriate content area texts as well as engaging language development activities, phonics, and vocabulary instruction. In addition, the program includes audio CD and consumables, student practice books, teacher guides and assessment tests, and staff development contracts. The materials in this program are leveled in order to address the needs and characteristics of our ELLs. This is a research based program that includes differentiated lessons for direct instruction and professional development. The RIGOR education team will design the professional development activities tailored to the needs of our teachers and program goals. In addition to RIGOR we will utilize the following technology based programs: TeenBiz 3000, Brainchild, and Destination Math. We have selected these technology based instructional programs in order to address differentiation of instruction.

Description of the Title III Extended day Program:

Targeted population	30 Students
Targeted Subgroup	16 Beginners and 14 Intermediates
Content areas to be Addressed	ESL-ELA and Math
Grade level(s)	6- 8
Language(s) of Instruction	English with native language support
Days of the Week	Monday-Thursday
Hours Per Day	2 hours Per Day
Title III Program Duration	September 20 , 2010- June 23 , 2011

Professional Development Program:

The ESL Teacher will continue to receive the implementation training for RIGOR in the classroom during the After School Title III Program. We will invite all teachers of ELLs to participate in this training. All teachers of ELLs will receive additional training at the school for the implementation of Achieve 3000 –Teen Biz 3000. Two professional development dates have been scheduled for the 2010-2011 school year schedule. There will be one initial implementation training and one follow up professional development day, which will be scheduled. During those days ELLs parents will be scheduled to attend the home edition session for parents. Teachers of ELLs will continue to participate in high quality professional development provided by The Office of Students with Disabilities and Language Learners. As workshops become available, our teachers of ELLs are interested in the following topics: differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. Teachers of ELLs will continue to incorporate ESL strategies in the instruction of ELLs across all content areas.

Form TIII – A (1) (b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$8,205.45	Teacher salary to be expended for the proposed Title III After-School Program Per Session After school 21 weeks x 4 hours per week X 2 teachers 165 hours x \$49.73 =
Purchased services Staff development contract	\$1,500.00	Implementation Training
Supplies and Materials	\$1295.55	Note books , charts , bookbins
Educational Software (Object Code 199)	\$4000,00	Teenbiz3000 SIFE licenses for 50 users (students, teachers, and parents). Differentiated language arts solution for grades 6 to8 FAMIS # (80000129X) Vendor # ACH020000 ARRA approved NYC Software contact # B083203 software object 199
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Student ethnicity data, home language surveys, and students' needs survey were collected and analyzed to assess our school's translation and oral interpretation needs.

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

Based on the findings, translation services for home school communication and at school meetings are needed. The predominant needs are evident in Haitian Creole, Spanish, and Arabic languages.

Part B: Strategies and Activities

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

Letters translated in English, Spanish, Haitian Creole, Arabic, Chinese and French, will be developed. Outside vendors and In-house staff will provide services.

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

Oral translation using interpreters (outside contractors, In-house school staff) will be implemented. This will bridge the gap in communications and learning.

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

All documents sent to parents will be translated into the students' and parents' native language. Translators will be provided at meetings to help parents understand policies and programs of Parkside Preparatory Academy.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$ 437,887	\$ 62,251	\$500,138
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,817	\$623.	\$5,440
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21, 894	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43, 789	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy

I. General Expectations

Parkside Preparatory Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Parkside Preparatory Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Elect parents vis a vis a survey or volunteerism to assist the school with the development of the plan.
 - Identify parents’ strength and willingness and encourage them to participate with the development of the plan.

- Provide awareness about NCLB and Title I programs through our annual Title I meetings, PTA meetings, grade meetings, open-school meeting and Community Education Council meetings.
2. Parkside Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Fall and spring Title I meeting to discuss the needs and to update and refine Involvement Policies.
 - Hold regular meetings to inform parents of the current school-wide issues and concerns.
 - Conduct a needs assessment survey to ensure that the academic and behavioral expectations are laid out and subsequently met.
 - At PTA monthly meetings, principal will give a monthly report highlighting school progress and needs and send the same report to the Community Superintendent for District meetings.
 - Involvement on the School Leadership Team and engagement with the PASS review process.
 3. Encourage involvement on school leadership teams, parent advisories etc.
 - Proper and timely outreach to parents
 - Coordinating informational meetings and workshops in literacy, mathematics and other core areas
 - Adding a third parent/teacher conference each spring to update parents on students' progress
 - Every 15 days parents will receive a progress report on students' status.
 - Monthly newsletters, autodial, calendars
 4. Parkside Preparatory Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
 - Two Title I meetings will be implemented for parents of “at-risk” students to inform about the goals and purposes of Title I, any Title I programs at the school, the curriculum used with the programs, the academic assessments used to measure student progress and the proficiency levels students are expected to meet.
 - Develop workshops for parents to sharpen their skills in literacy, math and technology.
 - Ongoing open and timely communication via notices, monthly calendar and newsletter, auto-dial, home visits, phones calls, etc.
 5. Parkside Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Leadership Team and parent groups will:

 - Analyze state and city performance data to assess academic progress for all student groups.

- Evaluate parental involvement policy and trends and revise strategies where needed utilizing a survey, observation of parent attendance, patterns to meeting and parent committees participation.
 - Compile all feedback for analysis and revision with administration and parents.
6. Parkside Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and community to improve student academic achievement, through the following activities specifically described below:
- A. A parent-school compact was developed and will be distributed at the beginning of each school year.
- B. Middle School 2 will provide assistance to parents of children served by our school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
1. Understanding the State performance standards

State standards will be made available to parents through open houses, workshops, and/or the media. Meaningful dates, events, school policies, and standards can be published in three local mediums, monthly calendars, parents' monthly newsletter, local newspapers e.g. Caribbean News.
 2. How to monitor their child's performance

Student performance will be monitored through report cards Princeton Interim Assessment, Grow Report, test measures of Performance Objectives mastered, status and progress reports, direct contact between parents and teachers, and home contacts and visits.
 3. How to help improve their child's performance

Parents will as be invited to participate whenever a school policy is being revised or studied, such as attendance policies. A parent bulletin or newspaper containing helpful study and personal hints will be distributed to parents.
 4. Family literacy training/services

III. Discretionary School Parental Involvement Policy Components

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

IV. Adoption

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent meeting held on October 22, 2009.

This policy was adopted by Parkside Preparatory Academy on October 22, 2009 and will be in effect for the period of 10/09-6/12. The school will distribute this policy to all parents of participating Title I, Part A children by October of each year.

Adrienne Spencer

Principal

October 22, 2010

Date

2. School-Parent Compact

Parkside Preparatory Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-2012.

Required School-Parent Compact Provisions

I. School Responsibilities

Parkside Preparatory Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Operating in concert with the NYC Department of Education uniform curriculum mandates, high quality curriculum and instruction will be provided to enable students to meet state standards. In addition, NYC, NYS and NCTM standards will be infused throughout content and performance expectations curriculum.
- Providing an environment that values order and discipline; promotes safety, excellence, high standards and expectations and rewards accomplishment, effort and achievement.
- Providing avenues of self expression, wellness and creativity through recreation, the arts, music, sciences, craft and languages.
- Providing opportunities for teacher growth and enhancement.
- Promoting high quality teaching and strategies.
- Providing opportunities for parental involvement and input into planning, review and improvement of the school.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- According to the NYC DOE guidelines, one in the spring and one in the fall of each year. Additionally, Parkside Preparatory Academy will add 1 additional parent teacher conference in April of each year to further enhance discussion about student achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parkside Preparatory Academy reports will be distributed to parents on student progress every 15 days, beginning after September 30 of each school year and every 15 days thereafter. In addition report cards are issued 4 times per year November, February, April and June of each year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- During preparatory periods on school time in an area designated (parents' room) and after school where possible, parents and staff will meet to address concerns or issues.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- We entertain an open door policy on parental involvement. However, it is necessary to organize and plan with teachers in advance so that instruction is not interrupted.

II. Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education our priority in our home by:
 - Making sure my child is on time and prepared everyday for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities everyday;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
- Volunteering in my child's classroom and or school;
- Participating in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respects, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and New York City Department of Education;
- Supporting the school's discipline policy including the dress code; and
- Express high expectations and offer praise and encouragement for achievement.

Optional Additional Provisions

III. Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning – pens, pencils, books, etc. and an open mind;
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.
- Respect all school personnel and recognize that they are helping agents.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS
Section I: Schoolwide Program (SWP) Required Components

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Parkside Preparatory Academy at MS 2's school leadership planning team will glean from a variety of sources to review the school's program and student achievement. We will look at test scores, report cards, student and staff attendance rates, parent, staff, and student surveys. The needs assessment will include a review of the following data sources:

- a. Interim Assessment Data; b. Standardized test results (City and State), including items skills analysis; c. Questionnaires; d. Referrals; e. Suspensions; f. Staff data; g. City Accountability Data

The team will analyze the assessments and use the findings to design goals, objectives, and action plans to improve our educational program.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Parkside Preparatory Academy at MS 2 will provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement by implementing the following:

- A standards-based curricula with progress checks embedded to gauge students' progress.
- Implementations of a comprehensive array of student services to provide support and assistance to at-risk students –extended programs before and afterschool, Saturday Institute with literacy and math summer school and other opportunities- counselors and other related services.
- Trained providers to provide the services and address the needs of students.
- Trained parents in the Wilson and Great Leaps reading programs in an effort to assist their children and raise academic performance. In addition, monthly meetings will be held focusing on curricula-academic and social.
- Utilizing continuous interim assessments to identify areas in need of improvement, strengths and to provide targeted assistance.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.
- Continuous formal and informal assessments, learning walks to provide feedback to staff.

3. Instruction by highly qualified staff.

Every teacher at Parkside Preparatory Academy at MS 2 is certified by the state in his or her area of discipline.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

This will be provided on a going basis. Training in researched-based programs and delivery will be conducted by highly qualified and trained personnel, (in-house or external consultants).

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

- An open-house for teachers seeking a job in a quality school.
- Attend regional, citywide and other hiring fairs.
- Public advertisements vis-a-vis flyers, distributed at neighboring colleges or sent to the heads of departments.

6. Strategies to increase parental involvement through means such as family literacy services.

A series of curriculum workshops to build parents' understanding of school programs and informational sessions will be implemented to answer questions. We will continue to offer 3 parent teacher conferences per year and offer monthly parent meetings to increase involvement. We will host some literacy, and math nights and promote, visits to science and arts institutions to promote further involvement and learning.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

N/A

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Implementation of faculty, departmental, grade level, house, ATS and school leadership meetings will provide opportunities for staff to have discussions and input regarding academic assessments etc.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

A targeted program of assistance in Math, Science and English Language Arts is being developed for implementation to address students' differentiated needs at tier 1 level. In addition, a comprehensive after school academic intervention program will be offered to support students experiencing difficulty meeting standards.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

These programs will be coordinated by our parent coordinator in consultation with guidance personnel and pupil personnel committee. Character education, job training and a violence prevention program will be implemented at Parkside Preparatory Academy at MS 2.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Parkside Preparatory Academy will consolidate all funds (Federal, State and Local) in an effort to integrate services and programs for all students to enable them to reach proficiency and advanced levels of achievement.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$367,825	✓	18, 19, 20 - 40
Title I, Part A (ARRA)	Federal	✓			\$61,628	✓	18, 19, 20 - 40
Title II, Part A	Federal	✓			-		
Title III, Part A	Federal	✓			\$15,000	✓	18, 19, 20 - 40
Title IV	Federal	✓			-		
IDEA	Federal	✓			\$282,628	✓	18, 19, 20 - 40
Tax Levy	Local	✓			\$2,068,779	✓	18, 19, 20 - 40

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Not Applicable

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring Advanced ELA **SURR³ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

The following student groups – Blacks, Students with Disabilities, Limited English Proficiency and Economically Disadvantaged have failed to make AYP in ELA and as such has caused the school to be identified for Restructuring.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Parkside Preparatory Academy will provide focus intervention strategies to support improved achievement in ELA schoolwide.

- The school will implement multiple research based reading programs to address the varying needs of our students. These programs will address reading, writing, listening and speaking standards of the ELA curriculum.
- In addition to balanced literacy we will continue to use the core curriculum libraries and incorporate teacher's college reading/writing workshops to promote the literacy instruction.
- The school will continue the study of literature on a schoolwide basis to further promote students interest in reading, and writing about reading.
- A system of assessments to track student progress including the use of Acuity, ARIS, performance series, NY Start and teacher-made assessment will be further streamlined.
- Weekly teacher teams will continue to meet in an effort to strengthen content knowledge, support teachers' use of data, promote coherence to the units of study and the implementation of the national core standards. Teacher teams will continue meeting to analyze student's work, develop lesson plans and review best practices.

School Under Registration Review (SURR)

- Inter and intra-visitations to observe best practices will continue on a regular basis.
- Two additional periods of ELA remediation and three periods of morning tutoring will be provided for students that are underperforming.

The plan will target all students. The principal, assistant principals and teachers are the responsible staff. The plan will span from September 2010 to June 2011.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

An assistant principal will be funded by this allocation that will be responsible for the provision of professional development training for teachers in the areas of English Language Arts, Social Studies and ESL training. Training will be provided through lunch 'n' learns, after school workshops, common planning, departmental meetings and instructional bulletins. The training will span from instructional strategies, assessment strategies, and the use of data to inform planning, collaboratively learning from students' work to knowledge-sharing.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Parkside Preparatory Academy will use a coach mentor model. Lead teachers, supervisors and coaches will provide support through observing and coaching, modeling lessons, planning strategies, lesson delivery, reviewing data, and providing timely feedback. Other strategies include, inter and intra- visitations, buddy system, highlighting school's best practices, and referring to peer intervention programs. The use of professional learning community strategies such as networking, common Planning, teacher teams/study groups and knowledge sharing will be implemented.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified by way of 1. Letters mailed home, an autodial system, personal phone calls. 2. School meetings will be held to clarify school status and share views and discussions. 3. Information will be sent home in the native language of the students and parents.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: NA

SURR Group/Phase: NA **Year of Identification:** NA **Deadline Year:** NA

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

At Parkside Preparatory Academy, 6 students have been identified as students in temporary housing (STH).

2. Please describe the services you are planning to provide to the STH population.

Students in Temporary Housing will have access and options like all other students at Parkside Preparatory Academy, Academic Intervention Services will be provided to our students in temporary housing to ensure that they meet state standards for learning. In addition, in September, all STH's will be provided with a kit of school supplies which will be replenish as needed through the school year. Our school mentoring program pay specific attention to this population to ensure that guidance is provided to promote good attendance, conflict resolution, achievement and behavioral concerns. Counseling is provided as well the purchasing of school uniforms. Transportation is facilitated where needed. A special relation is fostered by our parent coordinator and STH monthly meetings are held to review attendance, behavioral and academic progress.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	M.S. 002					
District:	17	DBN:	17K002	School		331700010002

DEMOGRAPHICS

Grades Served:	Pre-K		3		7	v	11		
	K		4		8	v	12		
	1		5		9		Ungraded	v	
	2		6		v	10			

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.0	93.3	91.7
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	126	111	132				
Grade 7	145	138	114				
Grade 8	160	148	154				
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0				
Grade 12	0	0	0				
Ungraded	5	3	3				
Total	436	400	403				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	92.0	87.3	85.5

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	90.8	94.7	96.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	9	27	40

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	9	11	10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	60	51	39	Principal Suspensions	12	49	61
# in Collaborative Team Teaching (CTT) Classes	26	17	20	Superintendent Suspensions	20	38	49
Number all others	17	14	13				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	43	50	TBD	Number of Teachers	50	41	42
# ELLs with IEPs	1	8	TBD	Number of Administrators and Other Professionals	21	19	8

These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	4	16
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Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	11	6	32	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	74.0	80.5	92.9
				% more than 5 years teaching anywhere	74.0	80.5	90.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	95.0	97.6
American Indian or Alaska Native	0.7	1.0	0.7	% core classes taught by "highly qualified" teachers	96.7	100.0	100.0
Black or African American	83.9	82.5	84.6				
Hispanic or Latino	11.2	11.5	9.4				
Asian or Native Hawaiian/Other Pacific	2.5	2.8	3.2				
White	0.9	1.8	1.7				
Male	54.6	51.5	55.3				
Female	45.4	48.5	44.7				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year 1						
Corrective Action (CA) – Year 2						
Restructuring Year 1						
Restructuring Year 2					v	
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target

All Students	v	v	v				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	59.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	36.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN602	District 17	School Number 002	School Name Middle School 2
Principal Adrienne Spencer		Assistant Principal Yolette Alcindor	
Coach Leslie Hefez (Math)		Coach	
Teacher/Subject Area Annie Benn /ESL		Guidance Counselor Lincoln Esbrand	
Teacher/Subject Area Nadger Henry /ELA		Parent Anecia McCall	
Teacher/Subject Area Max Edouard / Math		Parent Coordinator Joanne Mobley	
Related Service Provider Lincoln Esbrand		Other Para : Amal Ismaiel	
Network Leader Julia Bove		Other Huguette Fenelon /Special Ed.	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	1
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	415	Total Number of ELLs	55	ELLs as Share of Total Student Population (%)	13.25%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Informal Oral Interview in English and in the Native Language

When parents first enroll their child in our school, an informal oral interview is conducted in English and in the native language by staff members who are trained in student intake procedures. Parents are informed in English and in their native language, concerning the process that will determine whether their child is eligible for ELL services. Translations services are available during the ELL identification process, in the following languages: Haitian Creole, Arabic, Spanish, and French. When a language other than these languages is spoken by parents, family members who speak English are encouraged to assist parents during the oral interview. In cases where family members are not available, every effort is made to schedule an interpreter to conduct the oral interview. The Translation and Interpretation Unit offers assistance in translating parent notifications and providing over-the-phone interpretations services to ELL parents in their native languages.

Home Language Identification Survey (HLIS)

At enrollment, if a language other than English is spoken in the student's home, the ESL teacher or a trained school staff member sits with the parent or guardian while he or she completes and signs the HLIS to make an initial determination of their child's home language. The process is formalized through a Home Language Identification Survey (HLIS) which is translated in 14 languages that parents complete to show what language the child speaks at home. If the HLIS is not available in the child's home language, the English version is administered with the help of the Translation or Interpretation Unit. If the parent or guardian checks "Other" at least once in items 1-4 and at least twice in items 5-6, then the child is eligible for LAB-R testing. Once the school staff the Language Assessment Battery - collects the signed HLIS from the parent and determined that a language other than English is spoken in the child's home, then the child is administered the Language Assessment Battery-Revised (LAB-R)

Language Assessment Battery -Revised (LAB-R)

Within 10 school days of enrollment, the child is administered a Language Assessment Battery-Revised (LAB-R) by the certified ESL teacher. As per state law, under CR PART 154, the LAB-R documents are hand scored and are returned to the DOE. The LAB-R establishes English proficiency levels. Students who score below proficiency on the LAB-R become eligible for state mandated services (beginning, intermediate, or advanced) become eligible for state-mandated services for ELLs. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine La for ELLs. Students who speak Spanish at home and who score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance.

Entitlement Letters/Non Entitlement Letters

Parents are notified of their child's eligibility for services through Entitlement Letters in their native languages of their child's eligibility for services and placement. Parents of those students who score at or above proficiency on the LAB-R are provided with Non-Entitlement letters. These students enter the general education program.

2.The following structures are in place at our school in order to ensure that parents understand all parent choices:

Parent Orientation/ Parental Option

Within 10 days of the child's enrollment, a parent orientation meeting is scheduled. Orientation meetings are conducted by the ESL teacher, with the support of the school administration and with the assistance of the Parent Coordinator as well as the language Paraprofessionals. At the parent orientation meeting, parents are provided with information in their native languages on the three different ELLs programs that are available. These programs are: TBE, DL, and FESL. At this meeting, parents are given the Survey and Program Selection Form to make their choices of programs. Within the 10 days of enrollment, parents receive Placement Letters based on their choices, coupled with the program availability. ELLs Parent Brochures, Home Language Identification Surveys, Placement Letters, and other documents for placement are translated documents that are distributed to parents of ELLs according to their native language. Students whose scores are above proficiency on the LAB-R are provided with Non Entitlement Letters. After we have ascertained that students are entitled to ELLS services, entitlement letters are distributed to parents in their native languages about their child's eligibility.

At orientation meeting parents view the Orientation Video (DVD) for parents of English learners. After viewing the Orientation Video about the three program models available (TBE,DL, FESL), we describe the freestanding ESL program that we offer at our school. Parents are given an opportunity to ask questions so they can make an informed placement selection. Parents/guardians are then asked to complete the Program Selection Form. This form is collected immediately after completion. Those parents who require more

time to make their selection are given the opportunity to return it the next day. If this form is not returned we follow up with letters and phone calls . During the meeting parents are told that if a program is not returned , the default program at our school is the Freestanding ESL Program , as per CR Part154 , since our school does not have a bilingual program .

4 . Program Placement

Upon completion of the parent option form for placement, if parents choose an option other than Freestanding ESL, they are given the option of enrolling their child to a school where this option is available. Within ten days of enrollment students are tested and placed in the ESL program at our school as per parental choice, . Students of parents who do not complete the parent selection form , will automatically be placed in out Freestanding ESL program . Parents are informed in their native language about their child's placement. A student whose proficiency level is Beginning or Intermediate receives 360 minutes of ESL per week. Advanced students receive 180 minutes of ESL and 180 of ELA each week.

Annual Assessment (New York State English as a Second Language Achievement Test)

In the spring each ELL is administered the NYSESLAT to determine the NYSESLAT to determine English proficiency . This test determines English proficiency . This test determines whether or not the students continue to be to be eligible for services . Students who score at or above the proficiency are no longer an ELL , and can enter the general education program .

Transitional Support (Two years of assistance for ELLs reaching proficiency in the NYSESLAT)

A full range of test accomodations is available to all ELLs and former ELLs for up to two years after passing the NYSESLAT . These accommodations include:

1. time extensions (i.e., time and a half of productive test -taking);
2. separate location and / or small group administration;
3. .bilingual glossaries and dictionaries (word - for - word translations only)
4. simultaneously use English mand other available language editions ;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test)
6. written responses in the native language ; and ,
7. third reading of listening selection (only for the state ELA assessmants)

5.Trend in ELL Program Parent Choices

Over the past few years , parents of ELLs have consistently required that their children be placed in the Freestanding ESL program at our school . This trend is evident in the parent program selection forms which are kept on file .

Year	#ESL Students
2008-2009	46
2009-2010	56
2010-2011	54

6. The parents of ELLs have requested that their children receive a coherent and rigorous education . They have requested programs with high levels of rigor to support results in higher levels of academic achievement. At Parkside Preparatory Academy @M.S.2, the ESL program model consists of a push- in model in the content areas and a pull -out model for academic interventions. We use research based academic intervention programs to help our ELLs become proficient in English.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>							0	0	0					0
Dual Language <small>(50%:50%)</small>							0	0	0					0
Freestanding ESL														
Self-Contained														0
Push-In							4	2	4					10
Total	0	0	0	0	0	0	4	2	4	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)	41	Special Education	5
SIFE	30	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	3

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 special education.

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	41	29	2	9	1	2	4	0	1	54

Total	41	29	2	9	1	2	4	0	1	54
Number of ELLs in a TBE program who are in alternate placement:										

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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							6	4	5					15
Chinese														0
Russian														0
Bengali								1						1
Urdu														0
Arabic							0	1	5					6
Haitian							14	4	3					21
French							2	3	4					9
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	0					2
TOTAL	0	0	0	0	0	0	23	14	17	0	0	0	0	54

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1. The Freestanding ESL program at our school is mainly departmentalized . We utilize both the push-in and pull-out models for instruction . All ELLs participate in Balanced Literacy , Mathematics , and other Core Subjects .The ESL teacher pushes into the content areas ELA , Math , Social Studies , and Science . A pull-out model allows for the implementation of academic invention programs in ELA and Mathematics . Native language support is provided to ELLs by paraprofessionals who speak their languages . The programs used are SYSTEM 44 , READ180 , RIGOR , Teenbiz3000 , FASTT Math and Destination Math . ESL strategies are implemented in the content areas of ELA , Mathematics , Science , and Social Studies . All ELLs participate in the Balanced Literacy , Mathematics , and other Core Subjects . In the regular classrooms students are grouped heterogeneously , whereas , for the pull-out intervention program the students are grouped according to their levels of proficiency . For example , students who are functioning at the beginning level , receive intervention system 44 and Rigor . Those at the intermediate level receive READ180 and Teenbiz3000. The advanced students receive Teenbiz3000.

2. ESL instruction for all ELLs is scheduled as required under NYSCR Part 154 . The mandated number of units of support for ELLs in grades 6 through 8 consists of 360 minutes of ESL support each week for Beginning and Intermediate students . Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA each week . The ESL teacher provides the mandated number of instructional minutes according to students professional levels , using the push-in and pull-out models . In the classrooms ESL students are hererogeneously placed . All Ells , beginners , intermediate , or advanced , receive ESL push-in instruction for 180 minutes . Intermediate and beginners receive 180 minutes of pull-out ESL academic intervention , through technology based programs . The schedule of the ESL program reflects careful considerations for the the mandated number of instructional minutes which are provided to ELLs according to their proficiency levels. . All ELLs also receive test preparation for the NYSESLAT.

3. All ELLs are provided with a comprehensive core curriculum in literasy and Mathematics . The curriculum is standards -based and is aligned with the NYS assessments . Instruction for ELLs is scaffolded . The ESL teacher and the content area teachers are trained in QTEL scaffolding strategies . QTEL scaffolding and ESL methodologies are used by teachers .. In addition , native language support is provided to ELLs bt language paraprofessionals in Spanish , Haitian Creole , Arabic , and French . The ESL program has accumulated over the years resource materials to address the academic needs of ELLs. These materias are available in all content areas . Translation dictionaries and picture dictionaries are also used to scaffold the content for our ELLs. We also provide academic interventions through the following programs : READ 180 , RIGOR , Teenbiz3000 , SYSTEM 44 , DESTINATION Math and FASTT Math are used for our . These programs are available in Haitian Creole, Spanish and French .

4. a. Instructional Plan for SIFE

Grade	#of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	13	13	12	0	1	0	0	0	
7	7	7	2	1	4	0	0	0	
8	10	9	5	2	2	1	1	0	

There are 30 ELLs who are SIFE . Thirteen of these students are in the 6th Grade . Twelve are Beginning and one is Advanced . In the 7th

Grade 6, two students are at the Beginning level, one is at the Intermediate level and four are at the Advanced proficiency level. In the 8th Grade, five students are at the Beginning proficiency level, two are Intermediate, and two are at the Advanced level. In special Education there is one ELL student who is SIFE at the Beginning proficiency level.

During the 2009-2010 school year MS2 received a SIFE grant which helped to build our capacity to address the academic needs of SIFE. We currently have a new ESL lab equipped with Scholastic Intervention Programs. These programs are: SYSTEM44, READ180, and FASTT Math. These are research-based programs designed to accelerate reading proficiency. Instruction for these students at the Beginning and Intermediate level, as mandated by the NYSCR Part 154 consists of 360 minutes per week. The Scholastic Reading Assessment SRI has been administered to all ELLs. SIFE ELLs with lexile levels of 499 and below in Grade six; 549 and below in grade 7; and 599 and below in grade 8 are placed in SYSTEM 44. These students receive intervention via SYSTEM44. As their lexile levels improve they will be transitioned to READ180. Another reading intervention program for SIFE is RIGOR. This comprehensive intervention program is designed to accelerate the literacy and language development of students in grades 2 through 12 who are still at the preliterate or early grade reading levels. RIGOR's research strategies address the need of older ELLs who fail to achieve the language and literary skills required for academic success in Middle School. Our ELLs SIFE will also receive remediation in Mathematics via FASTT Math and Destination Math. All SIFE will be encouraged to participate in programs offered to them after school, on Saturdays, during vacation, and summer.

b. Plan for Newcomers

Grade	# of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	22	20	5	1	6	1	0	1	0
7	8	8	2	2	4	0	0	0	0
8	12	11	8	2	1	1	1	0	0

There are 41 newcomers (0 to 3 years) receiving ESL services at MS2. In the General Education, 6th Grade, there are 20 students. 13 ELLs are Beginning, one is an Intermediate, and six ELLs are Advanced. In the 7th Grade, 2 are at the Beginning proficiency level, 2 are at the Intermediate level, and four are at the Advanced level. In the 8th Grade, 8 students are at the Beginning level, two are at the Intermediate level and 1 is at the Advanced level. In Special Education, in the 6th Grade, one student is at the Intermediate level and in the 8th Grade there is one Beginning student.

To welcome our newcomers to our school community, students and their parents are invited to an orientation session. Parents are provided with information about the curriculum learning standards, expectations for students, and assessments. We provide information about services and workshops that are available to ELLs in different languages. Upon enrollment newcomers are tested with the LAB-R to determine ESL eligibility and proficiency levels. Spanish students are administered the Spanish LAB to determine their language dominance. Instruction is differentiated for newcomers based on their proficiency levels. A peer system is set up so that newcomers can be assisted by students from their native land. Newcomers with limited English proficiency and who are SIFE receive additional support in their native language from paraprofessionals who speak their native languages. Newcomers are exempted for one year from the NYS ELA but they must write all other state examinations. These examinations are available to them in their native languages. Students are taught to use their bilingual dictionaries in class and at examinations.

Items such as bilingual literature, phonics texts, workbooks, and computerized language programs will be purchased. A "peer system" will be set up so that the newcomers can be assisted by students from their native land. Greater efforts will be made in the areas of professional development to train more teachers in scaffolding techniques, TPR strategies and use of visual aides to build vocabulary connection in all curricula areas. Alternative training in test translation will be given to bilingual staff members so that they can become proficient in administering city & state wide tests to the students' in their native language as per 504 accommodations and or IEP mandates.

c. Plan for ELLs receiving service 4 to 6 years.

Grade	# of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	3	2	0	1	1		0	1	0
7	3	3	0	1	2		0	0	0
8	3	2	0	1	1		0	1	0

There are 9 ELLs who are receiving services for 4 to 6 years. In the General Education 6th Grade, one student is at the Intermediate level and one is at the Advanced level. In the 7th Grade, one student is at the Intermediate level and two are at the Advanced level. In the 8th Grade, there is one Intermediate and one Advanced student. In Special Education there is one student in the 6th Grade who is at the Intermediate level and one student in the 8th Grade who is at the Intermediate level.

The ESL instructional plan for these students consists of the following :

1. Rigorous standards based instruction in the content areas via push-in scaffolded instruction with native language support
2. Pull-out interventions in ELA and Mathematics - READ180, Teenbiz , and Destination Math.

d. Plan for Long-Term ELLs receiving service (completed 6 years).

Grade	# of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	3	2	0	0	0	0	0	0	
7	3	3	0	0	0	0	0	0	
8	3	2	0	0	2	1	0	0	

There are 3 Long -Term ELLs who have completed 6 or more years in ESL . Two of these students are Advanced and are in the 8th Grade . One student is Beginning proficiency and is in the 8th Grade. The two advanced students are proficient in the Speaking and Listening modalities of the NYSESLAT and are Advanced in the Reading and Writing . In order for these students to test out of the NYSESLAT they will need additional instructional support in reading and writing . The ESL instructional support for these Long -Term ELLs will include the development of reading comprehension skills , vocabulary development, and the completion of standards based writing projects.

e. Instructional Plan for ELLs identified as having Special needs

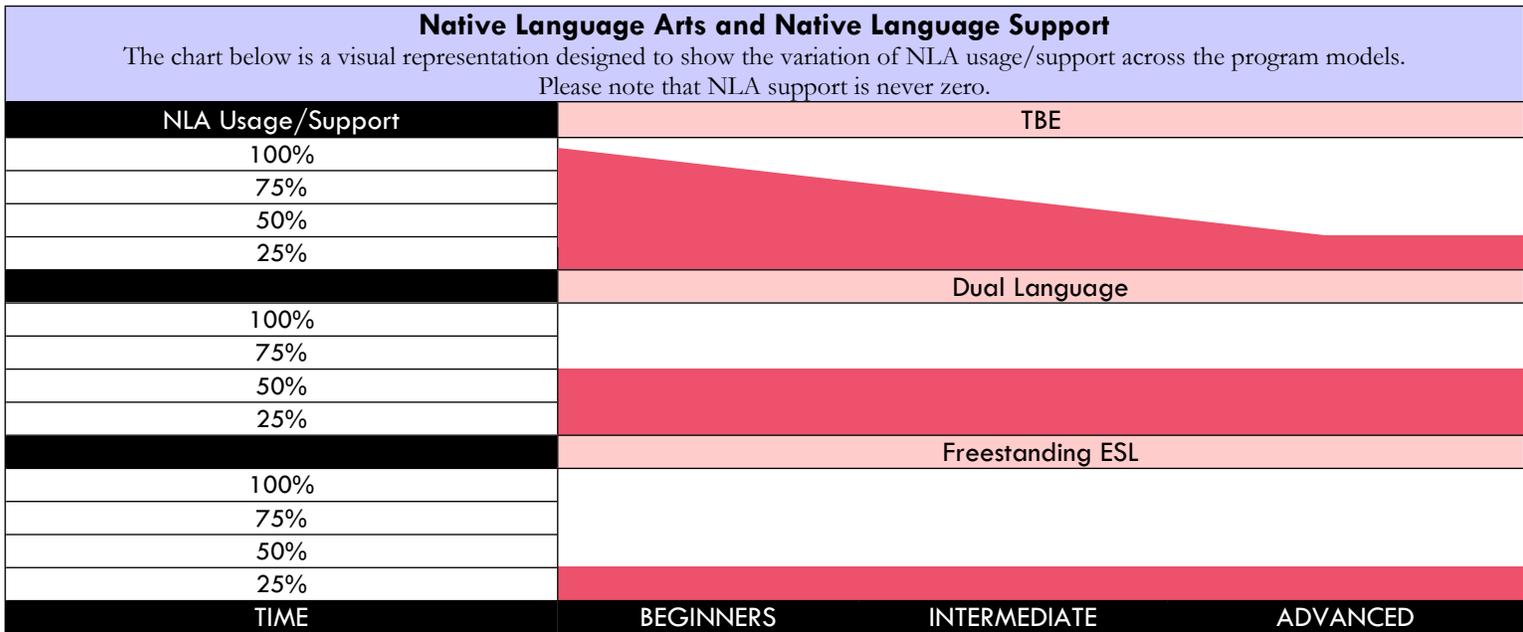
Grades	# of Students	Proficiency Level			X Coded		
		B	I	A	B	I	A
6	2	0	2	0	0	1	0
7	0	0	0	0	0	0	0
8	3	2	1	0	1	0	0

There are 5 students identified as special needs in ESL . There are 2 Intermediate students in the 6th Grade , 2 Beginning students in the 8th Grade and 1 Intermediate student in the 8th grade . Of the 5 special needs students , 2 are X coded . One of the X Coded students is an Intermediate student in the 6th Grade and the other is a Beginning student in the 8th Grade .These special needs students are served according to their mandated hours for their proficiency levels. Intermediate and Beginning students receive 360 minutes of ESL each per week .These students are pulled out for academic intervention . The Beginners with special needs receive intervention via SYSTEM44 and the intermediate will receive intervention via READ180 . Students who are X Coded do not receive ESL services but must write the NYSESLAT. Recommended testing accommodations are available to all special needs students based on their Individualized Education Programs. These Long-Term ELLs will also be placed on Teenbiz3000 for enrichment .



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

RPaste response to questions 5-14 here

5. Targeted Intervention Services for ELLs

Proficiency Level	ELA Intervention Program	Math Intervention Program	Additional Support
Beginning	System 44 RIGOR	FASTT Math Destination Math	AIS Programs Vacation School After school Programs SES Programs Early Bird Programs Saturday Programs
Intermediate	Read 180 Teenbiz3000	FASTT Math Destination Math	AIS Programs Vacation School After school Programs SES Programs Early Bird Programs Saturday Programs
Advanced	Read189 Teenbiz3000	FASTT Math Destination Math	SES Programs Early Bird Programs After school Programs SES Programs Vacation School Saturday Programs

Test Sophistication

Native Language Support

The academic intervention programs provide solutions for differentiated instruction. These programs are available in Spanish and Haitian Creole and they offer a broad range of activities for students at all levels of proficiency. All ELLs receive native language support from paraprofessionals.

6. Plan for Continuing Transitional Support (2) years for ELLs reaching proficiency on the NYSESLAT .

NYSESLAT Proficiency Chart 2009-2010

Grade	#of Students
6	0
7	5
8	3

During the 2009 - 2010 , eight ELLs attained proficiency levels in the NYSESLAT. Three of these ELLs graduated from the 8th Grade to high school. Five of these ELLs are now in the 8th grade in general Ed. classes. These former ELLs are invited to participate in after school and all ELL enrichment activities.

7. New Programs for ELLs 2009 - 2010

a. Scholastic Intervention Programs - SYSTEM44, READ180

b. RIGOR

8. N/A

9. All ELLs are afforded equal access to all school programs during the regular school day , after school and vacation school . All ELLs are placed in classes (general and special education) that are heterogeneously grouped . All students including the ELL population are invited to participate in all extended day programs provided by CBO's and programs that are funded through grants . These programs include SES services provided by Academic Advantage , Bell , and Learn It . They also include services funded by 21st century grant provided through Medgar Evers College , the Leadership Program and academic programs provided by the school.

10. a. ESL Instructional Materials

The following is a partial list of literacy programs that are utilized to provide ESL through the content areas :

- * Longman Shining Star
- * Holt McDougal- Eastern Hemisphere
- * Longman Keys to Learning
- * McGraw On Location
- * Longman Content Area Series : Science and Social Studies
- * Longman Literature Library
- * Oxford Picture Dictionaries and workbooks
- * Leveled Libraries with books of different genres
- * Dictionaries of American English
- * Audio tapes
- * Video Tapes
- * RIGOR

b. Instructional Technology

- * Scholastic Intervention Program - SYSTEM44 , READ180 , FASTT Math
- * Teenbiz3000
- * Destination Math

c. Language Materials

- * Bilingual Dictionaries

* Multicultural Libraries in Haitian Creole and Spanish

* Rosetta Stone - Language Learning Success

(Instructional technology programs are available in Haitian Creole and Spanish)

11. In the freestanding ESL program at our school , native language support in Arabic , French , Spanish , and Haitian Creole , is dedlivered by paraprofessionals who are fluent in their native languages . We also utilize bilingual dictionaries and multicultural libraries .

13. The following activities are designed to assist the newly enrolled ELLs before the beginning of the school year

The following activitieas are initiated at our school in order to assist newly enrolled ELLs at the beginning of the school year are as follows :

* Open House for new Students

* District /Middle School Fairs for new entrants

* Band performances by the school band

14. Language Electives offered to ELLs:

Spanish

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1. Professionan Development Plan

The 2010-2011 professional development plan for all personnel who work with ELLs will include the following :

* QTEL workshops

*Inter and intra visitations to learn from best practices

*Coach - mentor model of support

*Observations and feedback

*external and internal training

*consultant

Teachers of ELLs will continue to participate in professional development offered by the OELL(QTEL Institutes and workshops) and the NYC BETAC . Scholastic will continue to providen Included implementation training for FASTT Math , SYSTEM44 , and READ180. This training will

take place at 557 Broadway . Alternative training in test translations will also be given to bilingual staff members so that they can become proficient in administering city and state wide tests to students in their native language , as part of their native language as per 504 accommodations and / or mandates.

2. Support for Staff

Support for staff so they can assist ELLs as they transition from elementary to middle school , and from middle school to high school include the following:

*teachers of ELLs will engage in collaborative planning with the ESL teacher to enrich the quality of education of ELLs . These planning sessions will also include conversations about the needs of ELLs and ELLs data reviews.

* bilingual paraprofessionals will be assigned to work with students and provide native language support

*guidance meetings (highschool selection , cultural transitions)

3. Our compliance specialist has provided the 7.5 hours of ESL training for all staff. Documentation includes attendance , dates , copies of certificates , and materials given at workshops. These records are kept on file .

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1-4 here

1. ELLs Parental Involvement 2010-2011

Parent involvement at our school includes the following:

*PTA Meetings

*SES Orientation

*ESL parent orientation meetings

*SLT meetings

*Guidance information sessions

*parent teachers conferences

*school leadership team meetings

*invitations to special events (Guest speakers and student performances)

* Monthly family math and literacy program

* Open school nights

* Instructional technology programs for parents

* Access to NYCDOE assessment websites

2. CSD 17

Community School District 17 parent meetings / events are scheduled from September 2010 to June 2011 .

3. The needs of parents are evaluated through the following :

- * parent feedback from workshops
- *informal conversations
- * attendance and participation at meetings
- *parent /teacher conferences
- *students' conduct and adherence to dresscode
- *translation services (HA, AR , TWI, BG, SP,FR , FU)

4. The parental involvement opportunities listed above are offered to help parents help their children achieve academic success.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0						12	6	9					27
Intermediate(I)							4	2	4					10
Advanced (A)							6	6	5					17
Total	0	0	0	0	0	0	22	14	18	0	0	0	0	54

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

	A							6	3	5				
	P							4	2	5				
READING/ WRITING	B							6	3	8				
	I							4	3	4				
	A							7	1	3				
	P							0	2	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	3			6
7	6	10			16
8	13	5	1		19
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	4		4		2				10
7	6		12		1		1		20
8	6		11		5		1		23
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	14		6		2		1		23
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8	19		4						23
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math <u>Int. Algeb</u>	4		4	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography				
US History and Government				
Foreign Language	8		8	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

2. Data Patterns Across Proficiency Levels on the LAB-R and Grades

The LAB-R is initially used to identify the early literacy skills of ELLs. The data patterns across proficient levels on the LAB-R shows that in the 6th Grade 6 students were tested , 5 are Beginning students and one is an advanced student . In the 7th Grade , 3 students were tested . All of these students scored at the beginning level. In the 8th Grade , 1 student was tested . This student scored at the Advanced level.

Data Patterns across NYSESLAT Modalities

The NYSESLAT data revealed that 5 of our ELLs in the 7th Grade and 3 of our ELLs in the 8th Grade were proficient in English . The data also revealed that 12 of our 14 advanced ELLs are proficient in the modalities of listening and speaking , and they are advanced in the writing and reading modalities . Two of these ELLs are proficient in the reading and writing modalities and are advanced in the listening and speaking modalities . The data shows that at the intermediate level , 4 students are proficient in the listening and speaking modalities , and are intermediate in reading and writing . Three students are advanced in listening and speaking and intermediate in reading and writing .Two of our intermediate students are intermediate in all modalities . For the beginning ELLs , the data shows that 4 of our ELLs are advanced in the listening and speaking modalities and beginning in the reading and writing modalities . Five of these beginners are also intermediate in the listening modalities and beginning in the reading and writing . All of these beginning ELLs are at the beginning level in all modalities.

3. Instructional Decisions for Patterns across NYSESLAT Modalities

We have created instructional action plans , which are aligned to our goal of helping our ELLs become proficient in English . A detailed description of the instructional plans for newcomers , SIFE , and Special Needs ELLs is included on pages 7 and 8.

4. Results ELL periodic Assessment

The Fall 2010 periodic assessment for ELLs shows that of the 48 students to took this assessment , 3 students scored a level 4 , thirteen students scored a level 3 , fifteen students scored a level 2 , and 16 scored a level 1.

Additional Information

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

Paste additional information here

1. Assessment tools used to assess early literary skills of ELLs .

a. Scholastic Assessment

Scholastic Reading Inventory (SRI)

Scholastic Phonics Inventory (SPI)

RIGOR Assessments

The LAB-R is initially used to identify the early literacy skills of ELLs. The SRI data shows that most students had a lexile level below 400. These students will be placed in the SYSTEM 44 program . Students who have tested above this level will receive READ 180 and Teenbiz as

Additional Information

their intervention programs. To assess the reading levels and language dominance of Spanish newcomers, the Academic Language and Literacy Diagnostic test is used. Fountas and Pinnell is used to level classroom libraries.

2. The NYSESLAT data reveals that Advanced students are proficient in the modalities of Listening and Speaking and they are advanced in the Writing and Reading modalities. Forty one students are newcomers who are functioning at the Beginning or Intermediate levels. Fourteen of our newcomers are functioning at the Beginning level in all modalities. These patterns affect instructional decisions. To address these needs we have implemented differentiated instruction in all modalities.

The instructional plan for Beginning and Intermediate levels include the following:

- * computerized software programs that enrich literacy skills

Part VI: LAP Assurances

*translation dictionaries

* leveled libraries

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

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