



FRANCES PERKINS ACADEMY

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: (14K632)
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 14K632 **SCHOOL NAME:** Frances Perkins Academy

SCHOOL ADDRESS: 50 Bedford Avenue, Brooklyn, NY 11222

SCHOOL TELEPHONE: 718-388-7721 **FAX:** 718-388-7793

SCHOOL CONTACT PERSON: Karla Chiliza **EMAIL ADDRESS:** Klc222@gmail.com

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Karla Chiliza, AP

PRINCIPAL: Dr. Jocelyn Santana

UFT CHAPTER LEADER: Cecilee Rauner

PARENTS' ASSOCIATION PRESIDENT: Troy Moore

STUDENT REPRESENTATIVE:
(Required for high schools) Arkem Hicks

DISTRICT AND NETWORK INFORMATION

DISTRICT: 14 **CHILDREN FIRST NETWORK (CFN):** 403

NETWORK LEADER: Marisol Bradbury

SUPERINTENDENT: Karen Watts

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Dr. Jocelyn Santana	*Principal or Designee	
Cecilee Rauner	*UFT Chapter Chairperson or Designee	
Troy Moore	*PA/PTA President or Designated Co-President	
Dawn Baugh	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Chris Yorke	DC 37 Representative, if applicable	
Arkem Hicks	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Erica Tunick, teacher	Member/	
Karla Chiluzia	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Named after the first female Secretary of Labor, (she served under President Franklin D. Roosevelt), Francis Perkins Academy is a third year small high school. It is the second school in New York City to become affiliated with Big Picture Learning, an international network of schools that align students' interests with classroom instruction and real life experiences.

The mission of Francis Perkins is to utilize internships as a motivational tool to encourage students to pursue interests that will prepare them for post-secondary success. We do this by incorporating rigorous interdisciplinary projects into a curriculum aligned with the Standards of the New York State Board of Regents.

Francis Perkins Academy prepares students for post-secondary success by following these basic principles:

- Teach students literacy skills to become independent learners through project-based and interdisciplinary study.
- Support, guide and direct students while they explore, discover, and pursue passions and interests through internships.
- Prepare students to demonstrate authentic and academically rigorous learning through exhibitions, standardized tests, and other requirements for high school graduation.

At Francis Perkins, students attend internships for six (6) hours on Tuesdays and Thursdays instead of in-class learning. An internship coordinator works with organizations, students and the Teacher Advisors to secure the internships. Once the internships are secured, each student works with the Teacher Advisor and the internship mentor to complete the Learning through Internships (LTI) project. In the Big Picture Learning model, students' internships partially define what they learn in academic subjects. For example, students interning in a law firm, might tailor their social studies projects to emphasize criminal law topics. Teacher advisors and specialists align projects to the curriculum and standards necessary to meet high school graduation requirements.

July 2010

(14K632) Program Offerings at Frances Perkins Academy

Learning through Internship (LTI) Project: Project-based learning, born from the essential real world experience students obtain via the internship experience, contributes to the development of academic skills and meeting the requirements towards graduation. The Advisory classes, in which a teacher works closely with each student to identify their interests and personalize their learning, help to promote a supportive cohesive environment. Teachers and administrators visit the sites on internship days.

Only science, math and art are offered as stand-alone classes and students earn History, ELA and Foreign languages (through individual research projects conducted through their advisory or via online courses <http://www.powerspeak.com/>)

A part time PE teacher works with organizations to provide students an array of activities. Students are particularly enthusiastic about art, offered three times a week by a certified Art teacher, and geared toward collaborative projects, such as painting a vibrant mural of President Barack Obama and building chicken coops for Rooftop Farms, a nearby farm.

Special Education: Frances Perkins Academy has Collaborative Team Teaching classes for special education students who make up 25% of the student body.

English Language Learners: ESL students, predominantly Spanish speakers, are grouped into one advisory. Through a collaborative-teaching model, the ESL teacher, Teacher Advisors and Specialists work with students on second language acquisition, uses an ESL through the content area approach with native language support. Strong partnerships are being built with LIU and the YMCA New Immigrant Program, which have expressed a desire to mentor and support immigrant youth through their English learning and Americanization journey.

After School: Student-run clubs including the Reading Empowerment Club, sponsored by an ESL teacher, dance club, and a cheerleading club. Heritage Language Club will be started in September 2010. Students may participate in team sports offered at Automotive. A Saturday Academy focuses on academics offering students a chance for Credit Recovery or acceleration and take enrichment classes.

Partnerships: More than 60 organizations offer internships with mentors. Epic Theatre Ensemble instructors works with students three times a week to create original screenplays. Raizes do Brasil offers capoeira lessons; students attend Art of Living's Youth Empower Seminars which promote a stress-free, violence-free environment.

Family Involvement: About 35% of parents attend monthly PA meetings and organize holiday celebrations and trips. Families have a close relationship with teachers; they may access the students' individual portfolios online to track academic progress.

Admissions: Frances Perkins Academy gives priority to students that attend information sessions and school fairs. In its first two years many students who applied to Automotive were assigned to Frances Perkins.

After Graduation: Frances Perkins Academy will graduate its first class in 2012. College tours are offered in the spring. Partnership with local city colleges will be established the 2010-2011 academic years for juniors

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS) (See DOE Website On-line)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

See next page

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	Frances Perkins Academy									
District:	14	DBN:	14K632	School BEDS Code:	331400011632					
DEMOGRAPHICS										
Grades Served:	Pre-K		3		7		11			
	K		4		8		12			
	1		5		9	√	Ungraded	√		
	2		6		10	√				
Enrollment					Attendance - % of days students attended :					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Pre-K		0	0			84.2	TBD			
Kindergarten		0	0	Student Stability - % of Enrollment :						
Grade 1		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 2		0	0			82.8	TBD			
Grade 3		0	0	Poverty Rate - % of Enrollment :						
Grade 4		0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 5		0	0			60.0	67.1			
Grade 6		0	0	Students in Temporary Housing - Total Number :						
Grade 7		0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
Grade 8		0	0			10	TBD			
Grade 9		82	36	Recent Immigrants - Total Number :						
Grade 10		0	73	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Grade 11		0	0			2	0			
Grade 12		0	0	Special Education Enrollment:						
Ungraded		0	1	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
Total		82	110							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10			
# in Self-Contained Classes		5	8	Principal Suspensions		0	TBD			
# in Collaborative Team Teaching (CTT) Classes		5	7	Superintendent Suspensions		9	TBD			
Number all others		5	1	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants		87	73		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants		0	0			
# in Transitional Bilingual Classes		0	0	Number of Staff - Includes all full-time staff:						
# in Dual Lang. Programs		0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10			
# receiving ESL services only		5	9	Number of Teachers		6	TBD			

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs		1	0	Number of Administrators and Other Professionals		2	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		0	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)		0	TBD	% fully licensed & permanently assigned to this school		100.0	TBD
				% more than 2 years teaching in this school		0.0	TBD
				% more than 5 years teaching anywhere		16.7	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10			17.0	TBD
American Indian or Alaska Native		0.0	0.9	% core classes taught by "highly qualified" teachers (NCLB/SED)		100.0	TBD
Black or African American		54.9	61.8				
Hispanic or Latino		41.5	34.5				
Asian or Native Hawaiian/Other Pacific Isl.		0.0	0.0				
White		3.7	2.7				
Male		75.6	77.3				
Female		24.4	22.7				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
							√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		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						
	Restructuring Advanced						

CEP Section III: School Profile
 Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:			ELA:			√	
Math:			Math:			√	
Science:			Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			Progress Target
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				√	√		
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American				√	√		
Hispanic or Latino				-	-		
Asian or Native Hawaiian/Other Pacific Islander				-	-		
White				-	-		
Multiracial				-	-		
Students with Disabilities				-	-		
Limited English Proficient				-	-		
Economically Disadvantaged				-	-		
Student groups making AYP in each subject				2	2		
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	NR			Overall Evaluation:	NR		
Overall Score:	NR			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	NR			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	NR			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	NR						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = 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							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Although the school obtained a Proficient in its first Quality Review last year, the following areas for improvement were listed:

-
- 1) Develop a deeper understanding of curriculum design and standards alignment in order to establish a consistent and coherent process that identifies the key standards to emphasize

Initiative: Common planning for standards based teaching: teachers will meet three times a week to plan and integrate standards to curriculum; teacher leaders will work be trained by the principal using Heidi Jacobs Curriculum Mapping model

-
- 2) Develop a deeper understanding and use of predictive data including ARIS data for incoming 9th graders in order to pre-empt intervention classes

Initiate: Freshman Acceleration: 9th grade teachers will receive ARIS data and engage in hands on PD to analysis data/ ongoing sessions of ARIS PD with Data Specialist

- 3) Ensure consistency of practice between teachers and departments in providing feedback to students and families about student progress and opportunities for support for enrichment

Initiative: A Parent Coordinator has been added to the school to lead the Big Picture Family Engagement Initiative: the initiative will include systems for update and ongoing dissemination information, opportunities for parent involvement in the school especially with internships and exhibitions.

-
- 3) Ensure the monitor of teaching and learning is effective in identifying differentiated goals and expanded support for teachers at different stages in their profession
-

Initiative: DI for teachers: A DI plan will be designed for each teacher in consultation with the principal that will use teacher mentors, inter-visitations in the school and to other high schools, and attendance to PD sessions as appreciate outside the school.

Credit Accumulation and Regents passing Rate: the current situation in terms of credit accumulation demands an aggressive credit recovery plan; thus, 2010-2011 is the Year of Acceleration; our school is to ensure that 100% of students are on track in terms of credit earnings by the end of the year. An Acceleration Plan has been designed for every sophomore and Junior

Current Status.

FRANCES PERKINS ACADEMY

FRESHMAN->SOPHOMORES 34 STUDENTS

21% of freshman that will be sophomores come fall 2010 are missing 1-2 English credits.

68% of freshman that will be sophomores come fall 2010 are missing 1-2 history credits.

100% of freshman that will be sophomores come fall 2010 are missing .5-1.5 science credits.

56% of freshman that will be sophomores come fall 2010 are missing .5-1.5 math credits.

SOPHOMORES->JUNIORS 69 STUDENTS

29% of sophomores that will be juniors come fall 2010 are missing 1-4 English credits.

77% of sophomores that will be juniors come fall 2010 are missing 1-4 history credits.

39% of sophomores that will be juniors come fall 2010 are missing 1-3 science credits.

32% of sophomores that will be juniors come fall 2010 are missing 1-3 math credits.

What student performance trends can you identify?

What have been the greatest accomplishments over the last couple of years?

What are the most significant aids or barriers to the school's continuous improvement?

Student attendance continues to be a priority in addition to more aggressive efforts at encouraging students to stay in school and perform at higher academic levels. The aid to improvement in this area is our continued personal outreach (by the entire staff) which includes not simply one-on-one counseling, but also incorporating school citizenship assemblies and group focus on social and ethical issues that affect their performance.

Lack of safety is a barrier to strong student attendance which then impacts student achievement. New AP Security will head our safety plan in collaboration with Automotive High School.

Under-enrollment impacts our ability to solidify our class rosters from the onset of the school year. Furthermore, last fiscal year under-enrollment resulted in a significant reduction to our budget. Guidance Counselor will head our recruitment action plan.

Facilities: Lack of space which impacts credits; ie: gym and lab. Also, quality of space affects learning, small classrooms and poor learning environment.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Summary of CEP Goals 2010-2011

- 1) As per an analysis of students' transcripts, to increase the number of students on track to graduation and appropriate credit accumulation by 50% through a coherent instructional core program and academic interventions. Current data: 2009-2010
- 2) To implement a school-wide Literacy Policy across content areas that will result in improved students' performance on the Performance Series periodic assessment and at least 80% passing rate in ELA (AYP) and Social Studies courses (US History and Global).
- 3) To make AYP in Math by ensuring that 80% of students pass the match classes.
- 4) To improve parental involvement by providing coherent feedback to families on students' progress and opportunities for support and enrichment.
- 5) To improve safety and respect in the school and wide as evidenced by a .3 increase in the Safety and Respect Category on the Learning Environment Survey.
- 6) To implement Recruitment Plan to reach the enrollment of 200 students by 10/31.
- 7) To improve attendance by 5%.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 1. Teachers and Students Goals

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>As per an analysis of students transcripts, o increase the number of students on track to graduation and appropriate credit accumulation by 50% through a coherent instructional core program and academic interventions</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"> • Guidance Counselor to create Individualized Acceleration Plan for every student • Create lesson plans for students addressing individual SMART goals • Creating Rubrics and Checklists to measure progress and results on both student and teacher levels • Establish follow-up procedures at mid-term, end-term (both fall and spring semesters)
<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>	<ul style="list-style-type: none"> • Incorporate goals review at monthly departmental and staff meetings
<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"> • Monthly review of goals with students and staff based upon criteria set through Rubrics and Checklists. • Final review written by Department Reps to be submitted to AP and summary by AP that tracks goals completed, in progress, not met.

SECTION VI: ACTION PLAN

Plan related to improving student outcomes in the area(s) of improvement identification

Subject/Area (where relevant): To improve attendance by 5%

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Provide attendance and academic interventions for all students who fail one or two classes in period 1st and 2 after each marking period.</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"> • An HSST report will be printed which identifies students who failed one or two classes in the first 2 periods of the day due to absences. • Students will be referred to the Guidance Counselor, Grade Advisor and Assist Principal for attendance and academic interventions. Parents will be notified of the students’ poor performance in these classes due to attendance. • This practice will occur after each marking period in order to development awareness that attendance has a direct affect on students’ grades and foster a sense of responsibility in the student towards the grade earned in each making period.
<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>Since attendance has a direct impact on students passing their classes and the first to periods of the day has the highest rate of absenteeism from students, the effort will require the GC, GA, and the AP to allocate the time during the day to meet with students and communicate with parents. The fiscal cost may require additional mailing cost and per-session in order to meet the expected number of participants</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Interim process will be determined after the second marking period and beyond. The attendance and student grades should improve in the first two periods of the school day. In addition, students would recognize that their actions are causing them to repeat a class, not or credit or not graduate.</p>

SECTION VI: ACTION PLAN

Plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 3. Instructional Framework/ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To implement a school-wide Literacy Policy across content areas as evidenced by improved students' performance on the Performance Series periodic assessment and at least 80% passing rate in ELA and Social Studies courses</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>Incorporate the school-wide Inquiry Team program into each individual department's data collection and analysis activity. Each department will act as a team focusing on an inquiry process that analyzes student work to determine effectiveness of the curriculum and instructional strategies, adjusting the curriculum where appropriate.</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>Implement this year's Instructional Team as a per session activity with one department teacher and supervisor. Department teams will meet every third Monday from 3:07.5 to 3:45 PM. The Instructional Team will meet every 4th Thursday, from 3:15 to 5:15 Pm and will include one teacher from each core content area and supervisor. This will be the 3rd year of a three year program; the IT will provide the Departmental components with researched data and leadership.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Within first month of the fall term, students will be given a test ("Performance Series" from Acuity) to set benchmarks for performance for each of our three MPs.</p>

Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To make AYP in Math by ensuring that 80% of students pass the math classes</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>Incorporate the school-wide Inquiry Team program into each individual department’s data collection and analysis activity. Each department will act as a team focusing on an inquiry process that analyzes student work to determine effectiveness of the curriculum and instructional strategies, adjusting the curriculum where appropriate.</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>Implement this year’s Instructional Team as a per session activity with one department teacher and supervisor. Department teams will meet every third Monday from 3:07.5 to 3:45 PM. The Instructional Team will meet every 4th Thursday, from 3:15 to 5:15 Pm and will include one teacher from each core content area and supervisor. This will be the 3rd year of a three year program; the IT will provide the Departmental components with researched data and leadership.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Within first month of the fall term, students will be given a test (“Performance Series” from Acuity) to set benchmarks for performance for each of our three MPs.</p>

Additional Goals relevant to school expansion, safety in a shared campus, and family engagement

	<p>To improve parental involvement by providing coherent feedback to families on students' progress and opportunities for support and enrichment QR</p>		
	<p>To improve safety and respect in the school and campus wide as evidenced by a .3 increase in the Safety and Respect Category on the Learning Environment Survey</p>		

4	To implement Recruitment Plan to reach the enrollment of 200 students by 10/31		
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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

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

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				
9				Global + US				
10	1	4	-	8 + 10 = 18	95	N/A	95	95
11	8	7	3	12 + 10 = 22	94	N/A	94	94
12	9	17	15	33 + 27 = 60	116	N/A	116	116
	18	28	18	53 + 47 = 100	305		305	305

***At this initial draft writing, these numbers are based upon June 2010 register and Regents results. They will change in fall 2011 when approximately 125 new students are enrolled.**

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.

Part B. Description of Academic Intervention Services

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:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5PM), PM School Program; Tutoring is in small group format; 20 max PM school students per class; Includes individual needs assessment and instruction, YWCA enrichment Program and “Catch Up Academy” twice weekly.
Mathematics:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5PM), PM School Program; Tutoring is in small group format; 20 max PM school students per class; Includes individual needs assessment and instruction, YWCA enrichment Program and “Catch Up Academy” twice weekly.
Science:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5PM), PM School Program; Tutoring is in small group format; 20 max PM school students per class; Includes individual needs assessment and instruction, YWCA enrichment Program and “Catch Up Academy” twice weekly.
Social Studies:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5PM), PM School Program; Tutoring is in small group format; 20 max PM school students per class; Includes individual needs assessment and instruction, YWCA enrichment Program and “Catch Up Academy” twice weekly.
At-risk Services Provided by the Guidance Counselor:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5PM), PM School Program; Guidance Counselor is always available during these periods. Services also available as needed during school hours; includes counseling, public and private social service referrals, family services protection, and drug rehabilitation programs.
At-risk Services Provided by the School Psychologist:	n/a
At-risk Services Provided by the Social Worker:	AIS Delivered: Tutoring Periods (2:30 – 3:07.5PM), PM School Program; Guidance Counselor is always available during these periods. Services also available as needed during school hours; includes counseling, public and private social service referrals, family services protection, drug rehabilitation programs, LYFE referrals.
At-risk Health-related Services:	Observance of Intl. Aids Day; free contraceptives available to students who do not opt out; emergency services available as required. Health education classes are part of our regular curriculum. We also screen all students for immunization, vision and TB.

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.

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

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- xxx** 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.

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Office of English Language Learners

Grades 9-12 Language Allocation Policy

WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

1. Language Allocation Policy Team Composition

https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #SSO/District 14	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #School K632 Frances Perkins Academ
Principal Dr. Jocelyn Santana	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #Assistant Principal Karla Chiluiza
https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #Coach Angel Luis Crespo	Coach https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - # type here
https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #Teacher/Subject Area Jacqueline Anner ESL	Guidance Counselor https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - # Elaine Acevedo
Teacher/Subject Area https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - # Harmonica Kao	Parent https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - # Gene Szuflita
Teacher/Subject Area	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html

https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - # Erica Tunick	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #Parent Coordinator Abes Durmo
Related Service Provider https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	SAF type here
Network Leader Marisol Bradbury	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	?	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #145	Total Number of ELLs	18	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
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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).

The Home Language Identification Survey (HLIS) will be administered by the Parent Coordinator, Abes Durmo at the initial screening. In the Parent Coordinator's absence, the HLIS will be administered by Assistant Principal, Karla Chiluiza. Mr. Durmo & Ms. Chiluiza are both qualified to administer this interview due to their

experience and bi-lingulism. In the interview, students are asked a series of questions such as, “In what language do you dream?”, and “In what language do you prefer to read?” The student and parents are shown the video on ELL services in the New York City Schools. On the survey, our staff documents that the student was interviewed and determined to be eligible or not eligible for ELL services.

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.

During the initial interview in the Parent Coordinator’s office, parents are given the opportunity to watch the video so that they may understand the various program choices. Frances Perkins Academy offers only Freestanding ESL at this point, thus, the Parent Coordinator will help the parents locate high schools that have Transitional Bilingual or Dual Language programs, if the parents prefer. If we have 15 or more potential students requesting Transitional Bilingual or Dual Language Programs in conjunction with the Big Picture School model, we will take steps to open a class.

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].)

The Parent Coordinator, Assistant Principal and the ELL teacher attempt to collect all signed forms at the intake interview. Copies of all signed forms are kept in both the student’s file as well as the school’s file. All responsible parties continually stress the importance of returning further signed forms until the file is complete.

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

The parents will have opportunity to understand the various programs offered. Frances Perkins Academy has the capability of translation in 6 languages. However, if a translator is required to explain our programs further, we will arrange with NYCDOE to have one present. Once all program choices have been thoroughly explained and understood by the parents, we will honor the choice of the parents.

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.)

Frances Perkins Academy has just begun our third year. This is our first year offering a Freestanding ESL program, which is the first ESL program for our school.

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.

In the first year of our ELL initiative, parents have, so far, been pleased with the combination of a freestanding ELL program and our school’s project-based learning plan. It is a unique opportunity within the city’s schools, and we are confident that our students will achieve in our program where they might not in other traditional models.

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown		
	9	10
Transitional Bilingual Education <small>50%:50% (60%:40% 75%:25%)</small>	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Dual Language <small>(50%:50%)</small>	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Freestanding ESL		
Self-Contained	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - # 1	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Push-In	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Total	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12(?)	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	3
SIFE	1	ELLs receiving service 4-6 years		Long-Term (completed 6 years)	7(?)

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				

	ELLs (0-3 years)			
	All	SIFE	Special Education	
TBE	#	#	#	#
Dual Language	#	#	#	#
ESL	#4	#1	#	#
Total	#00	00	00	#
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		
	9	10
Spanish	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Chinese	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Russian	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Bengali	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Urdu	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Arabic	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Haitian Creole	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
French	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Korean	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #

Punjabi	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Polish	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Albanian	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Yiddish	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Other	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
TOTAL	00	00

Dual Language (ELLs/EPs)			
Number of ELLs by Grade in Each Language Group			
	9		10
	ELL	EP	ELL

TOTAL	00	00	00
This Section for Dual Language Programs Only			
Number of Bilingual students (students fluent in both languages):			
Ethnic breakdown of EPs (Number) African-American: Asian: Hispanic/Latino: Native American: White (Non-Hispanic/Latino): Other:			

Freestanding English as a Second		
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Language Number of ELLs by Grade in Each Language Group		
	9	10
Spanish	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #7	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Chinese	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Russian	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Bengali	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Urdu	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Arabic	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Haitian Creole	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #1	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
French	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Korean	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #

	Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Punjabi	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Polish	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Albanian	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Other	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/LocalSettings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
TOTAL	00	00

Programming and Scheduling Information

1. How is instruction delivered?

1. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

Instruction is Self-Contained for ELA, World Language, Global History and Art. We have a Push-In (Co-Teaching) model for Roadtrip Nation (Career Exploration), Living Environment and Algebra. Physical Education is in a collaborative model which includes the other 9th grade classes.

2. 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])?

The program model is block and heterogeneous.

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)?

1. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? On a weekly basis, ESL instruction for Beginners is 540 minutes (3 units), for Intermediates: 360 minutes (2 units), for Advanced: 180 minutes (1 unit). ELA instruction is 180 minutes per week for all levels. NLA instruction is 45 minutes per day for all levels via computer aided instruction. Books and dictionaries are available in all native languages.

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.

Differentiation in content areas with native language support by the teacher as well as a bi-lingual paraprofessional. We use the SIOP (Sheltered instruction Observation Protocol) model in ELA, Math, Science, Global History and Art. The SIOP model allows the advisor (teacher) to design clearly defined content and language objectives and adapt the lessons of the general education students to allow ELLs the opportunity to study the same material as their peers and achieve with similar academic rigor while improving their reading, writing and speech in English.

4. How do you differentiate instruction for ELL subgroups?

1. Describe your instructional plan for SIFE. One on one instruction during independent work time, aided by computer based learning and native language support. Frances Perkins Academy's students are part of small learning communities called advisories. Each advisory is supported and led by an advisor, a teacher that works closely with each advisee to identify their interests and personalize their learning. Each student learns in a real-world setting with a mentor, a partner from the community. Parents and families are actively involved in the learning process, helping to shape the student's learning plan and enrolled as resources to the school community.
2. 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. Content instruction is heavy in academic vocabulary which is broken down and reviewed in ELA and ESL class. New York State ELA exam preparation is supported by our Literacy Policy which uses 6+1 writing skills and 7 reading strategies in conjunction with content instruction.
3. Describe your plan for ELLs receiving service 4 to 6 years. ELL's are tested at the beginning of the year with an in-house literacy exam and Performance Series exams in Reading and Math. The data is then analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans are devised with special emphasis in the areas where the student shows weakness. New York State ELA exam preparation is supported by a Literacy Policy using 6+1 writing skills and 7 reading strategies in conjunction with content instruction wherein vocabulary is broken down and reviewed etymologically to enhance ELL comprehension and recall.
4. Describe your plan for Long-Term ELLs (completed 6 years). Long-Term ELL's are tested at the beginning of the year with an in-house literacy exam and Performance Series exams in Reading and Math. The data is then analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans are devised with special emphasis in the areas where the student shows weakness. New York State ELA exam preparation is supported by a Literacy Policy using 6+1 writing skills and 7 reading strategies in conjunction with content instruction wherein vocabulary is broken down and reviewed etymologically to

enhance ELL comprehension and recall.

1. Describe your plan for ELLs identified as having special needs. Differentiation of instruction through adherence to the specifics on students' IEP's, plus an individualized learning plan created by the student and teacher together. Modifications are made in the content, process and product as necessary to suit the needs of each student so they may achieve successful comprehension and recall.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
For All Program models			
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

Native Language Arts and Native Language Support			
The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%			

75%	2	3	3
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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. Our current ELL population is supported by many native speaking teachers and administrators. In the event that our students cannot be supported by human native language support, we institute the use of computer aided dictionaries and language programs as well as visual aids and native language literature. As often as possible, we make use of peer to peer instruction to ease shyness of expression.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Transitional support for ELLs after proficiency is provided via bi-lingual and native teachers and para-professionals. Advisors meet daily in grade level common planning to identify and discuss the needs of individual students and seek support if need be.
7. What new programs or improvements will be considered for the upcoming school year? This is the first year of Frances Perkins Academy's ESL initiative: the data provided by this first advisory will allow us to analyze and retool our plan going forward.
8. What programs/services for ELLs will be discontinued and why? Frances Perkins Academy has no plans at this time to discontinue any programs or services for ELLs.
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. We have created a Reading Empowerment Club after school to help reinforce our literacy policy which is open to all students. After school activities are open to all students and native language support is provided when necessary by bi-lingual and native teachers and administrators.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)? Visuals and hands on materials are used to support all students and differentiate instruction. All advisories have in-class computers and access to cameras, video cameras and projectors. Instructional software is provided by APEX and covers all New York State curricula. ELLs have a classroom library of English and native language literature and graphic novels of varying reading levels. Content support materials include Longman Pearson texts for ELA, Reading, Math and Social Studies, as well as picture dictionaries for Science and Social Studies. Teacher generated materials allow for further individualization of instruction.
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) Currently, Frances Perkins Academy has only Freestanding ESL. Native language support is provided via bi-lingual teacher/advisor, native speaker Para-professional, peer to peer instruction, and native language texts and literature as well as computer aided instruction in the native language.
12. Do required services support, and resources correspond to, ELLs' ages and grade levels? Yes.
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?

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)?

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.

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?

A. Assessment Analysis

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

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)		
	9	10
Beginner(B)	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/Local/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/Local/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Intermediate(I)	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/Local/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/Local/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Advanced (A)	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/Local/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #	https://owa2003.nycboe.net/exchange/ACrespo2/Inbox/Local/Settings/Temporary Internet Files/OLK28/LAP FPA 2010-2011 (3).html - #
Total	00	00

NYSESLAT Modality Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
Listening/Speaking	B				
	I				
	A				
	P				
Reading/Writing	B				
	I				
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math A				
Math B				
Sequential Mathematics I				
Sequential Mathematics II				
Sequential Mathematics III				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 1. 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?
 2. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 3. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
 1. How are the English Proficient students (EPs) assessed in the second (target) language?
 2. What is the level of language proficiency in the second (target) language for EPs?
 3. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

Community Superintendent			Date	
Reviewed by ELL Compliance and Performance Specialist			Date	

Rev. 10/7/09

Big Picture Literacy Policy: target the teachers

Big Picture for ELLs

Coherence is achieved via a **Big Picture Literacy Policy** based on a writing to learn/learning to write theory of action; so that learning is demonstrated by rigorous reading and solid writing in the exhibitions'

Internships: writing

Mentors: writing

ESL through the content area: writing

QTEL Strategies: Intermediate and Advanced in second language

SIOP (protocol for lesson planning and instructional delivery

Flexible scheduling

Student centered

Project based learning

Students as active, empowered participants

ELLs would partner with Peer and exchange their native language skills with them

Use technology to create portfolios (Big Image)

Program has

Peer Partners

Collaborative teaching

ESL through Content Area

Technology

Enrichment

Literacy/writing focus

Pd for teachers: SIOP for non ESL teachers; QTEL for ESL teachers

Tasks, Rubrics, protocols, and exemplars that align and are coherent to the theory of action of the school

Two ESL teachers: push in, self contained classes, a bilingual para professional

-strong Art component for second language learning

Parent involvement:

Parents of ELLs will be invited to the exhibition of their children

Protocol for parents to be taught to write/to give feedback/ or recorded

Parents receive a special initiation to the student's exhibition in the native language as needed

English

Math

Social Studies

Science

Art

PE

Electives

Books/curriculum mappings; interdisciplinary approach

Multilevel instruction

Beginning level students receive 540 minutes week of ESL instruction with native language support (technology, Rosetta stone, Shining Star

Welcome to Big Picture Learning

Intensive ESL through Content area (SS): Global History:

Introduction to Big Picture Learning Intensive: Peer Partners for part of the time.

Peer Partner has to produce a portfolio of work with ELA Regents Task

Prepare exhibitions'

Need visuals, hands on, lots of Goggle pictures

Mini-Internship: just for ELLs

Musical Theater: for all students

Basketball Clinic: for all students

Social Studies and ESL teacher:

-Assess students

-

Connected to peer partner for the Internship

ESL through content areas

Rosetta stone Language Intensive

Seat time with ESL teacher or ESL provider counts towards Part 154

Weekly Schedule: sample for the summer

Sample for the month of September

TEMPLATE - MAY 2010

How the instruction is aligned to standards/mandated state curriculum? When students choose an essential question and design their projects, the Advisor aligns the project to the spondaic standards. Content that is not learned through the project based learning is covered during the Big Piute Content Block, during which teachers ensure student learn the content they will not earn thought the projects

Weekly Curriculum Mapping: what must be taught that week and designing activities and ways for students to master the additional content. (Math, ELA, science, and SS)

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.

All our students are proficient in both spoken and written English at least on a 7th grade level. During orientation, and for all new rolling admissions, our Parent Coordinator conducts and collects a school-wide native language survey that indicates all languages spoken by our students and the primary language spoken in the home. Because we know that nearly half our student population is Hispanic, all school announcements and communications that (PTA Meetings, Special Events, Lunch Forms, etc.) are sent to the homes are issued in both English and Spanish, as well as other languages spoken at home. We utilize translation services provided by the District and the DOE for all city-wide communications. Individual communications are translated by either our in-house Parent Coordinator or the District office for assistance.

a. Maintenance of Essential Information:

- i. "Blue Cards" are reviewed and updated at the beginning of each term. Information includes home-language.**
- ii. ATS – data – including RHLA and RLER Reports**

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.

All communications with parents are transmitted through PTA and SLT meetings, special letters from administration, parent-teacher night conferences and on case-by case as determined necessary by faculty or guidance.

Additional Resources that we access include: See next page.

- a. Over-the-phone Translation Services -- <http://schools.nyc.gov/Offices/Translation/PhoneInterpretationServices/Default.htm>
Over-the-phone interpretation services are available to all Department of Education personnel that come into contact with limited-English-proficient parents. This service offers the ability to communicate with a parent with the assistance of an**

interpreter on the phone. This service is useful for overcoming language barriers when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English.

- b. Our school also access resources (as needed) from the Department of Education Website:
<http://schools.nyc.gov/Offices/Translation/TipsandResources/Default.htm>**
- c. Our staff is encouraged to contact the DOE Translation and Interpretation Unit when faced with any translation or oral interpretation needs we cannot immediately solve in-house: (Fax) (718) 752-7390; (Phone) (718) 752-7373; (Email) translations@schools.nyc.gov.**
- d. We maintain and distribute special announcements and all boiler-plate DOE documents in translated formats including, for example:
 - i. School Discipline Code**
 - ii. Bill of Parents Rights and Responsibilities**
 - iii. Cover letters to Report Cards and Parent Surveys****

Part B: Strategies and Activities N/A (See above)

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.

See Part A-Section 1

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.

See Part A-Section 1

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

See Part A-Section 1

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

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:	\$116,471	\$36,313	\$152,784
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,165	\$363	\$1,528
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$5,825	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$11,650	*	

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

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENTAL INVOLVEMENT POLICY:

I. General Expectations

Frances Perkins 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. Frances Perkins 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: (List actions.)
2. Frances Perkins Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: (List actions.)
3. Frances Perkins Academy will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
4. Frances Perkins Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
5. Frances Perkins 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
6. Frances Perkins Academy will build the schools’ and parent’s capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards

- iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by including these activities in all SLT and PTA meetings and through regular newsletters which we plan to implement.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: regular contact with parents through regularly scheduled PTA and School Leadership Team meetings with members,
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: N/A
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Newsletters, Minutes of PTA and SLT Meetings.

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- 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;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by our School Wide Program Proposal. The school will distribute this policy to all parents of participating Title I, Part A children on or before the first PTA Meeting and Orientation of each semester of the school year

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and 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 to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

SCHOOL PARENT COMPACT

Frances Perkins 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 2006-07.

Required School-Parent Compact Provisions

School Responsibilities

Frances Perkins Academy will:

- 1. 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.**
- 2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: Parent Teacher Conferences will be held one school-day afternoon and one evening session during each semester. Additionally, parents may consult with faculty, guidance and administration at both Orientation and by appointment.**

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Regularly scheduled report cards and during PTA Meetings or by special appointment.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: During open school nights, PTA Meetings and by requesting appointments. Additionally, faculty members are expected to proactively reach out to parents of students who are not performing at minimally passing levels.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Such involvement will be part of the first PTA and SLT agendas for the school year, confirmed by minutes and reported in newsletter to all parents.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways: [Describe the ways in which parents will support their children's learning, such as:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.

- 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.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Responding promptly to school requests for special conferences or intervention to assist students not performing up to expectations or minimum passing requirements.

Optional Additional Provisions

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:

[Describe the ways in which students will support their academic achievement, such as:

- Attend school every scheduled school day, unless I am sick or have a written parental excuse.
- Not cut classes.
- Use the school library for help on homework and to borrow books; I will also return books on time.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Participate in at least one extra curricular activity sponsored by the school.
- Participate in the school’s career planning program, including preparing a Resume.
- Participate in the school’s Research Report writing project by writing at least one researched and documented paper during the school year.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

(Please note that signatures are not required)

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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. **See school report card and Quality Review on DOE Web Page.**

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities. **We offer PM School, Summer School and starting in 2010: On-line Nova Net On-line instructional modules available during 1st and 2nd periods and after school.**
 - o Help provide an enriched and accelerated curriculum.

 - o Meet the educational needs of historically underserved populations. **This is our entire school population** 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. **This year we will specifically elicit student goals by term and will evaluate them at both mid-term and end-of-term through individual counseling and classroom lessons.**
 - o Are consistent with and are designed to implement State and local improvement, if any. **We are specifically addressing all areas marked in need of improvement in both our Progress Report and our Quality Review. We are specifically setting up systems to track data by 4 and 6 year (state and city) graduating cohorts and incorporating differential instruction strategies to meet those needs.**

3. Instruction by highly qualified staff.

We have a 100% highly qualified staff.

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.
We provide extensive PD during each DOE PD Day; every month we hold departmental PD and program development meetings and sharing of best practices. We include updates regarding Data Collection, Assessment Tools, etc.
5. Strategies to attract high-quality highly qualified teachers to high-need schools. **N/A**
6. Strategies to increase parental involvement through means such as family literacy services.
In 2010/11 we will have a completely new School Leadership and PTA team focused on increasing parent and teacher collaborative participation, including an expanded role of our YWCA 21st Century Grant to include family outreach for various support services.
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. **We will strengthen the systems for organizing and analyzing formative assessment data within and across classes such that teachers have the information needed to more consistently tailor assignments to the range of student abilities.**
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.
We assess students three 3 times a term through Progress Reports, special Regents Review classes prior to the tests, students are scheduled to take individual tutoring and provided with PM school opportunities, we also conduct "Acuity" assessments in Math and ELA to determine student readiness for Regents exams. Additionally, we have added on-line technology-based assessment and instructional Nova Net modules and we also are expanding our Inquiry Team projects to include a larger sampling of student participants.
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. **Our Guidance Counselors, Grade Advisors and Social Worker meet with students, assess their personal circumstances, social and academic needs and provide assistance on a virtually daily basis.**

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

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool.

Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(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	Yes			292,853	x	pp. 36-37
Title I, Part A (ARRA)	Federal	Yes			118,852	x	pp. 36-37
Title II, Part A	Federal						

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	Yes			16,102	x	Pg. 21 Acad. Interv. Svcs.
Tax Levy	Local	Yes			2,871,053	x	Pg. 21 Acad. Interv. Svcs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. **These implementation strategies are discussed throughout this document, including Appendices 2 and 4.**

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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: _____ **SURR³ Phase/Group (If applicable):** _____

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

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.
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.

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

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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of 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.)
2. Please describe the services you are planning to provide to the STH population.

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:	Frances Perkins Academy						
District:	14	DBN:	14K632	School		331400011632	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			84.2	79.1
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0			82.8	91.2
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0			67.1	72.9
Grade 8	0	0	0				
Grade 9	82	36	42				
Grade 10	0	73	43				
Grade 11	0	0	63			10	5
Grade 12	0	0	0				
Ungraded	0	1	0				
Total	82	110	148			2	0

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		82.8	91.2

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		67.1	72.9

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
		10	5

Recent Immigrants - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
		2	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	5	8	0	Principal Suspensions		0	7
# in Collaborative Team Teaching (CTT) Classes	5	7	28	Superintendent Suspensions		9	4
Number all others	5	1	7				

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants		87	73
Early College HS Program Participants		0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers		6	11
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals		2	3
# receiving ESL services only	5	9	TBD	Number of Educational Paraprofessionals		0	1
# ELLs with IEPs	1	0	TBD				
These students are included in the General and Special Education enrollment information above.							

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
		0	12	% fully licensed & permanently assigned to this school		100.0	90.9
				% more than 2 years teaching in this school		0.0	0.0
				% more than 5 years teaching anywhere		16.7	18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		17.0	45.5
American Indian or Alaska Native	0.0	0.9	0.0	% core classes taught by "highly qualified" teachers		100.0	81.8
Black or African American	54.9	61.8	60.1				
Hispanic or Latino	41.5	34.5	37.2				
Asian or Native Hawaiian/Other Pacific	0.0	0.0	0.0				
White	3.7	2.7	2.7				
Male	75.6	77.3	70.3				
Female	24.4	22.7	29.7				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students				v	v		
Ethnicity							

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	
Asian or Native Hawaiian/Other Pacific Islander				-	-	
White				-	-	
Multiracial				-	-	
Students with Disabilities				-	-	
Limited English Proficient				-	-	
Economically Disadvantaged				-	-	
Student groups making				2	2	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

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



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Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2009-2010) LAP narrative to this CEP.

Office of English Language Learners
Grades 9-12 Language Allocation Policy
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

1. Language Allocation Policy Team Composition

SSO/District 14	School K632 Frances Perkins Academy
Principal Dr. Jocelyn Santana	Assistant Principal Karla Chiluiza

Assistant Principal Angel Luis Crespo	
Teacher/Subject Area Jacqueline Anner ESL	Guidance Counselor Elaine Acevedo
Teacher/Subject Area Harmonica Kao / Math	Teacher/Subject Area Gene Szuflita / Math
Teacher/Subject Area Erica Tunick	Parent Coordinator Abes Durmo
Related Service Provider Marc Shohet / Speech Therapist	
Network Leader Marisol Bradbury	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers		Number of Certified NLA/FL Teachers	
Number of Content Area Teachers with Bilingual Extensions	2	Number of Special Ed. Teachers with Bilingual Extensions	2	Number of Teachers of ELLs without ESL/Bilingual Certification	

C. School Demographics

Total Number of Students in School	145	Total Number of ELLs	20	ELLs as Share of Total Student Population (%)	14%
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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).

The Home Language Identification Survey (HLIS) will be administered by the Parent Coordinator, Abes Durmo at the initial screening. In the Parent Coordinator's absence, the HLIS will be administered by Assistant Principal, Karla Chiluita. Mr. Durmo & Ms. Chiluita are both qualified to administer this interview due to their experience and bi-lingualism. In the interview, students are asked a series of questions such as, "In what language do you dream?", and "In what language do you prefer to read?". The student and parents are shown the video on ELL services in the New York City Schools. On the survey, our staff documents that the student was interviewed and determined to be eligible or not eligible for ELL services.

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.

During the initial interview in the Parent Coordinator's office, parents are given the opportunity to watch the video so that they may understand the various program choices. Frances Perkins Academy offers only Freestanding ESL at this point, thus, the Parent Coordinator will help the parents locate high schools that have Transitional Bilingual or Dual Language programs, if the parents prefer. If we have 15 or more potential students requesting Transitional Bilingual or Dual Language Programs in conjunction with the Big Picture School model, we will take steps to open a class.

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].)

The Parent Coordinator, Assistant Principal and the ELL teacher attempt to collect all signed forms at the intake interview. Copies of all signed forms are kept in both the student's file as well as the school's file. All responsible parties continually stress the importance of returning further signed forms until the file is complete.

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

The parents will have opportunity to understand the various programs offered. Frances Perkins Academy has the capability of translation in 6 languages. However, if a translator is required to explain our programs further, we will arrange with NYCDOE to have one present. Once all program choices have been thoroughly explained and understood by the parents, we will honor the choice of the parents.

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.)

Frances Perkins Academy has just begun our third year. This is our first year offering a Freestanding ESL program, which is the first ESL program for our school.

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.

In the first year of our ELL initiative, parents have, so far, been pleased with the combination of a freestanding ELL program and our school’s project-based learning plan. It is a unique opportunity within the city’s schools, and we are confident that our students will achieve in our program where they might not in other traditional models.

A. ELL Programs

Provide the number of classes/periods for each ELL program model that your school provides per day.

ELL Program Breakdown					
	9	10	11	12	Total
Transitional Bilingual Education					0
Dual Language (50%:50%)					0
Freestanding ESL					
Self-Contained	0	0	0		0
Push-In	1				1
Total	1	0	0	0	1

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	4
SIFE	8	ELLs receiving service 4-6 years	4	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									
	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	Total
TBE										00
Dual Language										00
ESL	13	8	4	4	0	0	3	0	0	32
Total	13	8	4	4	0	0	3	0	0	32
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					
	9	10	11	12	TOTAL
Spanish	11	3	5	0	19
Chinese	0	0	0	0	0
Russian	0	0	0	0	0
Bengali	0	0	0	0	0
Urdu	0	0	0	0	0

Arabic	0	0	0	0	0
Haitian Creole	1	0	0	0	1
French	0	0	0	0	0
Korean	0	0	0	0	0
Punjabi	0	0	0	0	0
Polish	0	0	0	0	0
Albanian	0	0	0	0	0
Yiddish	0	0	0	0	0
Other	0	0	0	0	0
TOTAL	12	3	5	0	20

Dual Language (ELLs/EPs)	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	0	0	0	0	0	0	0	0	0	0	0
Chinese						0							

	0	0	0	0	0		0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0
This Section for Dual Language Programs Only											
Number of Bilingual students (students fluent in both languages):						Number of third language speakers:					
Ethnic breakdown of EPs (Number)											
African-American:											
Asian:											
Hispanic/Latino:											
Native American:											
White (Non-Hispanic/Latino):											
Other:											

Freestanding					
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English as a Second Language					
Number of ELLs by Grade in Each Language Group					
	9	10	11	12	TOTAL
Spanish	11	3	5	0	19
Chinese					00
Russian					00
Bengali					00
Urdu					00
Arabic					00
Haitian Creole	1	0	0	0	01
French					00
Korean					00
Punjabi					00
Polish					00
Albanian					00
Other					00
TOTAL	12	3	5	0	20

Programming and Scheduling Information

1. How is instruction delivered?

1. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

Instruction is Self-Contained for ELA, World Language, Global History and Art. We have a Push-In (Co-Teaching) model for Roadtrip Nation (Career Exploration), Living Environment and Algebra. Physical Education is in a collaborative model which includes the other 9th grade classes.

2. 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])?

The program model is block and heterogeneous.

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)?

1. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)? **On a weekly basis, ESL instruction for Beginners is 540 minutes (3 units), for Intermediates: 360 minutes (2 units), for Advanced: 180 minutes (1 unit). ELA instruction is 180 minutes per week for all levels. NLA instruction is 45 minutes per day for all levels via computer aided instruction. Books and dictionaries are available in all native languages.**

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.

Differentiation in content areas with native language support by the teacher as well as a bilingual paraprofessional. We use the SIOP (Sheltered Instruction Observation Protocol) model in ELA, Math, Science, Global History and Art. The SIOP model allows the advisor (teacher) to design clearly defined content and language objectives and adapt the lessons of the general education students to allow ELLs the opportunity to study the same material as their peers and achieve with similar academic rigor while improving their reading, writing and speech in English.

4. How do you differentiate instruction for ELL subgroups?

1. Describe your instructional plan for SIFE. **One on one instruction during independent work time, aided by computer based learning and native language support. Frances Perkins Academy's students are part of small learning communities called advisories. Each advisory is supported and led**

by an advisor, a teacher that works closely with each advisee to identify their interests and personalize their learning. Each student learns in a real-world setting with a mentor, a partner from the community. Parents and families are actively involved in the learning process, helping to shape the student's learning plan and enrolled as resources to the school community.

2. 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. Content instruction is heavy in academic vocabulary which is broken down and reviewed in ELA and ESL class. New York State ELA exam preparation is supported by our Literacy Policy which uses 6+1 writing skills and 7 reading strategies in conjunction with content instruction.
3. Describe your plan for ELLs receiving service 4 to 6 years. ELL's are tested at the beginning of the year with an in-house literacy exam and Performance Series exams in Reading and Math. The data is then analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans are devised with special emphasis in the areas where the student shows weakness. New York State ELA exam preparation is supported by a Literacy Policy using 6+1 writing skills and 7 reading strategies in conjunction with content instruction wherein vocabulary is broken down and reviewed etymologically to enhance ELL comprehension and recall.
4. Describe your plan for Long-Term ELLs (completed 6 years). Long-Term ELL's are tested at the beginning of the year with an in-house literacy exam and Performance Series exams in Reading and Math. The data is then analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans are devised with special emphasis in the areas where the student shows weakness. New York State ELA exam preparation is supported by a Literacy Policy using 6+1 writing skills and 7 reading strategies in conjunction with content instruction wherein vocabulary is broken down and reviewed etymologically to enhance ELL comprehension and recall.
1. Describe your plan for ELLs identified as having special needs. Differentiation of instruction through adherence to the specifics on students' IEP's, plus an individualized learning plan created by the student and teacher together. Modifications are made in the content, process and product as necessary to suit the needs of each student so they may achieve successful comprehension and recall.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-			
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12			
	Beginning	Intermediate	Advanced
For All Program models			
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

Native Language Arts and Native Language Support			
<p>The chart below is a visual representation designed to show the variation of NLA usage/support across the program models.</p> <p>Please note that NLA support is never zero.</p>			
NLA Usage/Support	TBE		
100%			
75%			
50%			
25%			
Dual Language			
100%			
75%			
50%			
25%			
Freestanding ESL			
100%	X		
75%		X	
50%			X
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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. **Our current ELL population is supported by many native speaking teachers and administrators. In the event that our students can not be supported by human native language support, we institute the use of computer aided dictionaries and language programs as well as visual aids and native language literature. As often as possible, we make use of peer to peer instruction to ease shyness of expression.**
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. **Transitional support for ELLs after proficiency is provided via bi-lingual and native teachers and para-professionals. Advisors meet daily in grade level common planning to identify and discuss the needs of individual students and seek support if need be.**
7. What new programs or improvements will be considered for the upcoming school year? **This is the first year of Frances Perkins Academy's ESL initiative: the data provided by this first advisory will allow us to analyze and retool our plan going forward.**
8. What programs/services for ELLs will be discontinued and why? **Frances Perkins Academy has no plans at this time to discontinue any programs or services for ELLs.**
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. **We have created a Reading Empowerment Club after school to help reinforce our literacy policy which is open to all students. After school activities are open to all students and native language support is provided when necessary by bi-lingual and native teachers and administrators.**
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)? **Visuals and hands on materials are used to support all students and differentiate instruction. All advisories have in-class computers and access to cameras, video cameras and projectors. Instructional software is provided by APEX and covers all New York State curricula. ELLs have a classroom library of English and native language literature and graphic novels of varying reading levels. Content support materials include Longman Pearson texts for ELA, Reading, Math and Social Studies, as well as picture dictionaries for Science and Social Studies. Teacher generated materials allow for further individualization of instruction.**
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL) **Currently, Frances Perkins Academy has only Freestanding ESL. Native language support is provided via bi-lingual teacher/advisor, native speaker para-professional, peer to peer instruction, native language texts and literature as well as computer aided instruction in the native language.**
12. Do required services support, and resources correspond to, ELLs' ages and grade levels? **Yes.**
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? **Spanish and French**

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)?

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.

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?

A. Assessment Analysis

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

Overall NYSESLAT* Proficiency Results (*lab-r for new admits)	9	10	11	12	TOTAL
Beginner(B)					00
Intermediate(I)					00
Advanced (A)					00
Total	00	00	00	00	00

NYSESLAT Modality					
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Analysis					
Modality Aggregate	Proficiency Level	9	10	11	12
Listening/Speaking	B				
	I				
	A				
	P				
Reading/Writing	B				
	I				
	A				
	P				

Review the data for a minimum of two content areas, use current formative and summative data. Fill in the number of ELLs that have taken and passed the assessments in English (or the Native Language, where applicable) in each program model. Copy as needed.

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	1	0
Math A	0	0	0	0
Math B	4	0	0	0
Sequential Mathematics I	0	0	0	0
Sequential Mathematics II	0	0	0	0
Sequential Mathematics III	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	1	0	1	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	1	0	1	0
Foreign Language	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0

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. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
3. For each program, answer the following:
 1. 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?

2. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 3. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
4. For dual language programs, answer the following:
1. How are the English Proficient students (EPs) assessed in the second (target) language?
 2. What is the level of language proficiency in the second (target) language for EPs?
 3. How are EPs performing on State and City Assessments?
5. Describe how you evaluate the success of your programs for ELLs.

<p>Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.</p>				
Name (PRINT)	Title	Signature		Date (mm/dd/yy)
	Assistant Principal			

