



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PARKSIDE PREPARATORY ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K002

PRINCIPAL: ADRIENNE SPENCER EMAIL: ASPENCE1@SCHOOLS.NYC.GOV

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Adrienne Spencer	*Principal or Designee	
Arthur Slifkin	*UFT Chapter Leader or Designee	
Oveta Jack	*PA/PTA President or Designated Co-President	
Jawara Hudson	CBO Representative, if applicable	
Arlene Burnett	Member/Teacher	
Joanne Noel	Member/Teacher	
Linor Castro	Member/CSA	
Milessa March	Member/Parent	
Sharon Clarke	Member/Parent	
Marie Magliore	Member/Parent	
Nancy Cameron	Member/Parent	
George James	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1 To increase Academic Proficiency in ELA

- By June 2012, all Students including SWD and ELL will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA assessments.

Comprehensive needs assessment

- NYS Report Card, NYC Progress Report, and NYSELAT data all indicate a need for all students to show improvement in performance on the ELA state assessment.
- Parkside Preparatory Academy has failed to make AYP in school year 2010 and 2011 due to the following subgroups: all students; Blacks or African American; SWDs, LEPs and Economically Disadvantaged students.
- Even though English Language Learners have shown remarkable increase in proficiency (18.5% testing out in 2010 and 30.4% in 2011), this subgroup still has not met the rigors of the ELA exam.

Instructional strategies/activities to achieve goal

- (a) School leaders will conduct frequent cycles of teacher observation and feedback to improve instructional strategies and increase students' engagement/achievement, using a research based rubric for enhancing professional practice.
- School leaders and teachers will track students' progress in greater detail utilizing formal, informal and interim assessments, and providing feedback to students and parents.
 - Teacher teams will analyze students' work products collaboratively and identify trends, gaps and patterns as revealed by CCLS and CCLS aligned rubrics so as to inform and differentiate instruction according to student needs.
 - School leaders will provide additional support to ELLs, SWDs students through tutoring and AIS services and to teachers through teacher training, visitations, modeling, lesson plan reviews and effective feedback. Targeted assistance will address the specific needs of the subgroups.
 - School leaders and teachers will monitor subgroup performance periodically and share findings.
 - School leaders will continue to provide PD for, CCLS Curriculum mapping, Universal Design for Literacy, Webb's Depth of Knowledge regarding literacy training for all teachers.
- (b) School Leaders, Teachers, and Network Support will be responsible for implementing these activities.
- (c) Teachers will be included in the decision making regarding the use of academic assessment in the following ways: collaboratively analyzing students work products using CCLS aligned rubrics, collaboratively designing students' performance assessments as well as units of study that support them using DOK to ensure rigor, and creating unit assessments.
- (d) Timeline will be September 2011 – June 2012

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Distribute monthly progress reports to parents.

Strategies for attracting Highly Qualified Teachers (HQT)

- Parkside Preparatory Academy will utilize the following strategies to attract highly qualified teachers and to ensure that current staff becomes highly qualified.
 - (1) Formulate a recruitment team to coordinate efforts to attract highly qualified staff.
 - (2) Increase the efficiency of the highly qualified teachers already on staff through training and professional development.
 - (3) 10% of Title I funding will be utilized to provide differentiated professional development for current staff to become highly qualified, where needed.
 - (4) The use of a research based framework for enhancing professional practice will be used in short frequent cycles of classroom observation
 - (5) Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

Service and program coordination**The following services are being coordinated with the school's instructional strategies/activities:**

- Supplemental Educational Services. Instructors work with regular school day teachers to identify standards that should be addressed on the individualized education plan for students accepted to SES programs. Students are provided with supplemental services two evenings per week in ELA and Math.
- 21st Century funding provide for afterschool, zero period and Saturday programs in ELA and Math instruction. Additionally a number of afterschool activities support the schools holistic approach to education including Culinary Arts, Visual Arts, Band, Chess, Dance and TV/Film.
- The Life Skills program is incorporated into the 7th grade Home and Career curriculum. Students are taught decision-making skills, causes and effects of drug abuse, violence prevention, coping with anxiety/anger and communication and social skills.

Budget and resources alignment

- All Federal State and Local funds are being "conceptually" consolidated in a school wide program. These funds include Title I SWP, Title III, LEP, Tax Levy, and Contract for Excellence and 21st Century. These funds will be used to support the actions and strategies mentioned in this plan in the following ways:
 - Staff salaries – Tax Levy, Title I SWP, Contract for Excellence
 - Afterschool, Saturday and Zero Period programs – 21st Century Funds, Title III LEP
 - Hardware, Software, Textbooks, Library Books – TL NYSTL

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 To increase academic proficiency in Math

- By June 2012, all students including SWD and ELL will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring levels 3 and 4 on the NYS Math Assessment.

Comprehensive needs assessment

- NYS Report card data indicate a need for ELLs to show improvement in performance on the Math State assessment. 8th grade ELLs data show 6.1% decrease in level 3 and 4 performances for period 2010 – 2011.
- Parkside Preparatory Academy has failed to make AYP in school year 2011 due to the ELL subgroup.
- Parkside Preparatory Academy percentage of students at levels 3 and 4 as indicated on NYC Progress Report is 38.6%. This is 12.6% below its peer school performance index of 51.2%.
- Average student proficiency of 2.44 is below the 2.88 average of peer schools, according to NYC Progress Report data.

Instructional strategies/activities

- a) School leaders will conduct frequent cycles of teacher observation, particularly those with direct impact on SWD and ELLs instruction and provide feedback to improve instructional strategies and student engagement/achievement using a research based rubric for enhancing professional practice..
 - School leaders and teachers will track the progress of ELLs students in more detail, utilizing all available data; formal, informal and interim assessment.
 - School leaders and teachers will place more emphasis on problem solving strategies and the infusion of more reading and writing at all levels of instruction. Rigor will be raised. There will be continued vigilance through the observation process to ensure that these processes are implemented and becoming systematic in the ELL and special needs classrooms.
 - School leaders will provide structured, targeted AIS programs to address specific needs of subgroups, utilizing the new technological system to identify and provide targeted individualized instruction based on the data being analyzed.
 - School leaders will increase the intensity of professional development particularly geared to improve teachers' toolbox in data analyses, goal setting strategies, inquiry processes and creation of cognitively challenging task and assessments at all levels of teaching and learning.
- (b) School Leaders, Teachers, and Network Support will be responsible for implementing above strategies.
- (c) Teachers will be included in the decision making regarding the use of academic assessment in the following ways: collaboratively analyzing students work product, collaboratively designing students' performance assessments, create unit of assessments. Staff and other resources used to implement these strategies.
- (d) Timeline will be September 2011 – June 2012

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Distribute monthly progress reports to parents.

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 - (5) Develop a common lens for instruction, curriculum by setting clear expectations, discuss what's working and what needs to be improved, and provide evidence-based applicable feedback to ensure that teachers know what effective teaching looks like

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ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 To increase Academic proficiency in Science

- By June 2012, the “All Students” group will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at level 3 and 4 on the NYS ILS assessments.

Comprehensive needs assessment

- NYS Report Card, data all indicate a need for all students to show improvement in performance on the ILST state assessment.
- Parkside Preparatory Academy have made AYP in school year 2011, but did not make AYP in school year 2010, due to the following subgroup: All student, Black or African American, and Economically Disadvantaged.
- 27% of ELL students performed at level 3 and 4, compared with 69% of special needs, and 62% general education students.

Instructional strategies/activities

- School leaders will conduct frequent cycles of teacher observation and feedback to improve instructional strategies and student engagement achievement using a research based rubric for enhancing professional practice.
 - Teachers will be included in the decision making regarding the use of academic assessment in the following ways: collaboratively analyzing student work product, collaboratively designing students’ performance assessments, create unit of assessments.
 - Teachers will continue to infuse CC standards in the science curriculum with a view of increase literacy infusion through incorporation of more reading of researched based document in science instruction to support the content being studied or reviewed.
 - School leaders will help teachers to broaden and deepen instructional practices through high quality standards-based, results driven professional development for teacher especially those in ICT and special need classroom.
 - Movement toward project-based inquiry driven instruction with increased literacy and technology usage in science classroom.
 - Creation of science inquiry group that will meet monthly to set measureable goals for grades, classes and target students based on formal and informal assessment.
 - School leaders and teachers will be engaged in periodic reviews and modification of the curriculum to ensure rigor and cognitive demanding tasks are imbedded to meet the needs of students and state and city assessment standards.
- (b) School Leaders, Teachers, and Network Support will be responsible for implementing these activities.
- (c) Teachers will be included in the decision making regarding the use of academic assessment in the following ways: collaboratively analyzing students work product, collaboratively designing students’ performance assessments, creating unit assessments.
- (d) Timeline will be September 2011 – June 2012

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents capacity to help their children at home.
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ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 To improve teacher efficiency school wide.

- By June 2012, 80% of all staff will show improvement in teacher efficiency as measured by observations, learning walks, impact on student outcomes and work products.

Comprehensive needs assessment

- JIT Review, Quality Review, Formal and Informal observations indicate that the quality of instruction needs improvement. The direct model utilized in most classrooms according to the JIT review, lacked rigor, depth and differentiation. Questioning techniques need to be developed to promote higher level of critical thinking skills.

Instructional strategies/activities

A .Strategies/activities that encompass the needs of identified student subgroups

o Professional Development on:

- proficiency in the implementation of differentiation of instruction
- rigor in classrooms
- increased incorporation of CCLS
- Increased level of student engagement
- Implementation of well developed questioning techniques that encourage critical thinking skills
- More comprehensive approach to lesson delivery
- Review of Bloom's and revised Bloom's taxonomy, Webb, DOK, etc.
- Rubrics
- Review Best Practices

Frequent cycles of observation and feedback using a research based framework for enhancing professional practice:

Increase teacher effectiveness to ensure adaptation of competencies covered in workshops

Ensure incorporation of best practices recommended in observation report

Improved delivery of instruction

Increased rigor in instruction

One to One Meetings:

Review lesson plans and provide feedback

Provide effective feedback to staff, students, parents

Discuss more comprehensive approach to lesson delivery

Data impact on instruction

Mentoring:

Increase knowledge

Provide support and effect change

Improved instructional strategies

Improved work product

B. Staff and other resources used to implement these strategies

- School Personnel
- Network resources
- Mentors
- Fiscal
- Time to meet
- Curriculum

C. Steps taken to include teachers in the decision- making

- Create an assessment to ascertain need from staff, parents, reports, etc.
- Program effectively to allow for time to meet
- Staff will collegially develop and suggest topics for ongoing workshops
- Staff will select workshops for self- identified needs from external workshops/PD
- Staff will evaluate implementation of new skills through use of a collegially developed assessment.

D. Timeline for Implementation:

- Ongoing
- Sept. 2011 to June 2012

Strategies to increase parental involvement

- Provide materials and training to help parents with their children to improve their achievement, e.g., literacy, math and the use of technology,
- Provide assistance to parents in understanding City, State and Federal standards and assessments,
- Provide multiple methods of contacting parents, e.g., phone calls, newsletters, flyers, mail, e-mail, home visits, etc.
- Provide materials and contacts in their preferred language
- Parents will ensure that children came prepared with materials e.g. pen, paper, books, completed homework, etc.
- Parents need to participate in a 2-way system of engaged communication.
- Provide a place at home to reinforce homework, projects etc.

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ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5 To continue to integrate and implement the National Common Core Standards in ELA, Math, Social Studies, Science and Technical areas.

- By June 2012, 100% of all teachers will begin to integrate common core standards prioritized by the DOE in the curriculum as measured by the development of performance tasks, analysis of assessments, rigor in lesson delivery, content literacy and student work products.

Comprehensive needs assessment

- JIT and Quality Reviews indicate that our school instructional needs to be more rigorous. The Common Core Learning Standards will assist in promoting a more rigorous standard of instruction and assessment.

Instructional strategies/activities

a) Strategies to Achieve this goal.

Transitioning

- Organize a CC implementation team.
- Create timeless for specific actions.
- Establish incremental goals.
- Conduct curriculum audit and gap analysis.

Communication

- Ensure clear, consistent messages.
- Provide access to resources.
- Publish roadmap for implementation.
- Professional Development – Training will be provided in discipline specific literacy
- Creating exemplars for grade-level expectations and progression
- Professional Development – Training will be provided in
- Discipline specific literacy
- Creating exemplars for grade-level expectations and progressions
- Increase levels of rigor and thinking skills
- Differentiation
- Assessment literacy
- Creating performance assessments.
- Designing curricula units
- Provide effective feedback using research-based framework
- Monitor for accountability and progress

From September 2011-June 2012

Strategies to increase parental involvement

- Involvement of parents in the CCLS
- Conduct parent workshops on the CCLS curriculum and related; technology training to build parents capacity to help their children at home
- Engage parents in discussion and decisions regarding the CCLS curriculum.

- Actively involve and engage parents in the planning review and implementation of the CCLS.
- Distribute translated CCLS/related materials to parents/guardians to inform them of what their child is responsible to learning in school.
- Maintain a parent coordinator to act as liaison between school and families to assist with questions/concerns related to the CCLS curriculum.
- Schedule additional meeting with flexible time, translation services and different days of the week to share information of the CCLS curriculum.

Strategies for attracting Highly Qualified Teachers (HQT)

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ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	85	72	0	0	46	25	20	75
7	80	80	0	0	36	20	25	60
8	74	51	30	30	140	15	25	40
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided:

Name of Academic Intervention Services (AIS)	Description
ELA: Wilson, read 180, REWARDS, Great Leaps, Fast Track, Soar to Success, Achieve 3000/Teen Biz 3000, System 44	These programs all address English Language Arts and are geared at different level of needs. The method of delivery are small group/push in/pull-out sessions, conferencing and after school programs.
Mathematics: Destination Math, Access Math, Breakaway Math/Foundations Intervention Kit, Fastt Math	These technological programs are designed to motivate and increase students' math performance. They will be delivered by way of small group/push in/pull-out sessions, conferencing and after school programs.
Science	After-school tutoring support is provided 2 days a week to eighth graders.
Social Studies	After-school tutoring support is provided 2 days a week to eighth graders.
At-risk Services provided by the Guidance Counselor	Providing academic, crisis and health counseling. Academic Intervention and guidance services. Services are offered during the school day on a needed basis.
At-risk Services provided by the School Psychologist	Conduct psycho-educational evaluation for initial, triennial and re-evaluation referrals. Mandated counseling as needed. MDR's requested by Office of Supreme Hearings Staff and parent consultation.
At-risk Services provided by the Social Worker	Counseling, conducting social histories, organizing pupil personnel case conferencing. Services are offered during the school day on an as needed basis. MDRs requested by Office of Suspension Hearing. Staff and parents consultations.
At-risk Health-related Services	Provide diabetic, asthmatic, sickle cell and nutritional advisement and counseling for identified students. Monitor immunization and health alerts for students; conduct vision and hearing test and provide basic health services.

PARENT INVOLVEMENT POLICY

1. School Parental Involvement Policy

I. General Expectations

Parkside Preparatory Academy agrees to implement the following statutory requirements:

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

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

1. Parkside Preparatory Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Elect parents vis a vis a survey or volunteerism to assist the school with the development of the plan.
 - Identify parents’ strength and willingness and encourage them to participate with the development of the plan.
 - Provide awareness about NCLB and Title I programs through our annual Title I meetings, PTA meetings, grade meetings, open-school meeting and Community Education Council meetings.
2. Parkside Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Fall and spring Title I meeting to discuss the needs and to update and refine Involvement Policies.

- Hold regular meetings to inform parents of the current school-wide issues and concerns.
 - Conduct a needs assessment survey to ensure that the academic and behavioral expectations are laid out and subsequently met.
 - At PTA monthly meetings, principal will give a monthly report highlighting school progress and needs and send the same report to the Community Superintendent for District meetings.
 - Involvement on the School Leadership Team and engagement with the PASS review process.
3. Encourage involvement on school leadership teams, parent advisories etc.
- Proper and timely outreach to parents
 - Coordinating informational meetings and workshops in literacy, mathematics and other core areas
 - Adding a third parent/teacher conference each spring to update parents on students' progress
 - Every 15 days parents will receive a progress report on students' status.
 - Monthly newsletters, autodial, calendars
4. Parkside Preparatory Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
- Two Title I meetings will be implemented for parents of “at-risk” students to inform about the goals and purposes of Title I, any Title I programs at the school, the curriculum used with the programs, the academic assessments used to measure student progress and the proficiency levels students are expected to meet.
 - Develop workshops for parents to sharpen their skills in literacy, math and technology.
 - Ongoing open and timely communication via notices, monthly calendar and newsletter, auto-dial, home visits, phone calls, etc.
5. Parkside Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Leadership Team and parent groups will:
- Analyze state and city performance data to assess academic progress for all student groups.
 - Evaluate parental involvement policy and trends and revise strategies where needed utilizing a survey, observation of parent attendance, patterns to meeting and parent committees participation.
 - Compile all feedback for analysis and revision with administration and parents.
6. Parkside Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and community to improve student academic achievement, through the following activities specifically described below:
- A. A parent-school compact was developed and will be distributed at the beginning of each school year.
- B. Middle School 2 will provide assistance to parents of children served by our school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. Understanding the State performance standards

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

2. How to monitor their child's performance

Student performance will be monitored through report cards Princeton Interim Assessment, Grow Report, test measures of Performance Objectives mastered, status and progress reports, direct contact between parents and teachers, and home contacts and visits.

3. How to help improve their child's performance

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

4. Family literacy training/services

III. Discretionary School Parental Involvement Policy Components

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

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

IV. Adoption

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

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

Adrienne Spencer

Principal

Date

SCHOOL-PARENT COMPACT

2. School-Parent Compact

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

Required School-Parent Compact Provisions

I. School Responsibilities

Parkside Preparatory Academy will:

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

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

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

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- We entertain an open door policy on parental involvement. However, it is necessary to organize and plan with teachers in advance so that instruction is not interrupted.

II. Parent Responsibilities

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

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

Optional Additional Provisions

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

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

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning – pens, pencils, books, etc. and an open mind;
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;

- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.
- Respect all school personnel and recognize that they are helping agents.

SIGNATURES:

SCHOOL

PARENT(S)

STUDENT

DATE

DATE

DATE

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN:17K002

School Name: Parkside Preparatory Academy @ M.S.2

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - NYS Report Card, NYC Progress Report, and NYSELAT data all indicate a need for all students to show improvement in performance on the ELA state assessment.
 - Parkside Preparatory Academy has failed to make AYP in school year 2010 and 2011 due to the following subgroups: all students; Blacks or African American; SWDs, LEPs and Economically Disadvantaged students.
 - Even though English Language Learners have shown remarkable increase in proficiency (18.5% testing out in 2010 and 30.4% in 2011), this subgroup still has not met the rigors of the ELA exam.
 - Main findings of the JIT report indicate a lack of effective delivery of instruction in most classes; the direct instructional model used lacked depth, rigor and differentiation; questioning by teachers was low level and little evidence of the use of higher order skills in student learning.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

School leaders will conduct frequent cycles of teacher observation and feedback to improve instructional strategies and increase students' engagement/achievement.

- School leaders and teachers will track students' progress in greater detail utilizing formal, informal and interim assessments, and providing feedback to students and parents.
- Teachers will analyze students' work products collaboratively and identify trends and patterns to inform instruction.
- School leaders will provide additional support to ELLs, SWDs students through tutoring and AIS services and to teachers through teacher training, visitations, modeling, lesson plan reviews and effective feedback. Targeted assistance will address the specific needs of the subgroups.
- School leaders and teachers will monitor subgroup performance periodically and share findings.
- School leaders will provide literacy training for all teachers.
- External support will be utilized from the Network and outside, including the AUSSIES in the implementation of an implementation program.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

The 10% of Title I funds will form a percentage of the salary of an assistant principal. This assistant principal supervises the ELA department and creates curriculum plans, units and pacing calendars for the department. This is done in conjunction with teacher leaders and teacher teams. The assistant principal also provides direct assistance and professional development to teachers. The focus is on the following:

- i. Increasing teacher efficiency
- ii. proficiency in the implementation of differentiation of instruction
- iii. rigor in classrooms
- iv. increased incorporation of CCLS
- v. Increased level of student engagement
- vi. Implementation of well developed questioning techniques that encourage critical thinking skills
- vii. More comprehensive approach to lesson delivery
- viii. Review of Bloom's and revised Bloom's taxonomy, Webb, DOK, etc.
- ix. Rubrics
- x. Review Best Practices
- xi. Looking at student work
- xii. One to one meetings

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

The teacher-mentoring model used include Classroom Teacher, Coach/Staff Developer, and buddy-teacher models. This involves but is not limited to intervisitations, co-planning, lesson study, looking collaboratively at student work, data study between teachers a minimum of 2 periods per week.

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.

The school will translate letters in native languages (Spanish, English, French, Arabic), to notify parents about the school's identification for school improvement. The school will also utilize forums including parent/Teacher conferences, PTA meetings and SLT meetings to ensure that all parents understand the schools identification.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Julia Bove	District 17	Borough Brooklyn	School Number 002
School Name Parkside Preparatory Academy @ Middle 2			

B. Language Allocation Policy Team Composition [?](#)

Principal Adrienne Spencer	Assistant Principal Yolette Alcindor
Coach Leslie Hefez	Coach ANA
ESL Teacher Annie Benn	Guidance Counselor Lincoln Esbrand
Teacher/Subject Area Nadjer Henry / ELA	Parent Oveta Jack
Teacher/Subject Area Max Edouard / Math	Parent Coordinator Joanne Mobley
Related Service Provider Ingrid Curnife/Speech	Other Teacher: Joanne Noel
Network Leader Julia Bove	Other Teacher: Arlene Burnett

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	435	Total Number of ELLs	55	ELLs as share of total student population (%)	12.64%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1a. For students who may possibly be ELLs, the following steps are taken:

A certified teacher, Ms. Annie Benn conducts an oral interview in English and if necessary receive native language support from our team and if it is ascertained that another language is spoken at home, then the home language survey is completed.

-The student then receives a LAB-R assessment to determine eligibility for ELLs services.

-If the student is proficient, no ELLs services are provided. If the score indicates a lack of proficiency then ELLs services are mandated.

-If the student speaks Spanish and scores below proficiency on the LAB-R, then the student is given the Spanish LAB-R.

-Parents are notified if students do not qualify (non-entitlement) as well as qualified (entitlement). These letters are given in English and the native language of the family.

1b. The certified ESL Teacher, Ms. Annie Benn is responsible for administering the LAB-R to determine eligibility for ELLs services. (TBE, DUAL Language, ESL) The ESL teacher is also responsible for the completion of the HLIS and is also responsible to conduct the oral interview. Other staff members who are bilingual assist with translation. Ms. Ismael is fluent in Arabic. Ms. Mobley is fluent in French and Haitian Creole. Ms. Mota is fluent in Spanish.

1c. The NYSESLAT Roster Report, RLAT, RNMR and ATS reports, and In-school spreadsheet are examined to ensure that all eligible students take the NYSESLAT exam. Students who are deemed proficient no longer take the NYSESLAT. To ensure that all four components of the NYSESLAT are accommodated, PPA schedules students at different times to take the assessment.

The New York State English as a Second Language Achievement Test (NYSESLAT)

Each spring, ELLs are administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to qualify for ELL services. ELLs who are proficient are no longer entitled to ELL services, and can enter all English monolingual services. Parents of ELLs in Bilingual education programs can decide if their child should continue, despite entitlement status. It is recommended that Dual Language students remain in the program with or without ELL eligibility. Also students who transition to All-English Monolingual classes can receive bilingual or ESL support for up to a year supported by state funds CR Part 154. Parents are informed that all ELLs are entitled to Bilingual/ESL services. Schools can request an extension each year for up to three years for ELLs who have received three or more years of service.

Special Education Identification

If a parent believes that his/her child is having difficulties in school, her/she is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within regular education. If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects learning. Parents have the right to make a referral to the Committee On Special Education (CSE). For Special Education ELLs, the CSE must determine if problems

being experienced by the child in school, are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences. An evaluation assessment is conducted in the native language and in English. If a child is determined to be eligible for special education services, a disability must be present in the child's ability in both the child's native language and English.

2. Within ten days of administering the LAB-R, and it has been ascertained that ELLs services are needed, parents of the new ELLs are invited by letters and phone calls to view a video in their native language. This video gives information about the three program choices that are available to ELLs. These programs are Transitional Bilingual (TBE), Dual Language, and Freestanding English as a Second Language (ESL). Translated brochures. Parents who do not attend the orientation meetings are interviewed over the telephone. The certified ESL teacher conducts the interview over the phone with the assistance of staff who speak their native language. These phone contacts are logged.

After viewing this video about the programs that are available for ELLs, parents are given the parent survey and parent selection forms for completion in their native language. Parents are informed that students must be placed in one of the programs within ten days of their enrollment. If these forms are not returned, the certified ESL teacher will follow up with phone call interviews. During these interviews parents are informed about the three program choices available to their child. These interviews by phone are documented by the certified ESL teacher, who then keeps this information on file.

3. To ensure that parent surveys and program selection forms are returned, we utilize a number of media to accomplish this. We backpack the letters with students, we mail it home, we make phone calls and Follow up meetings are scheduled to encourage parents to return these forms. Parents are informed that if they do not return these forms, the default program for ELLs is Transitional Bilingual Education programs as per CR Part 154. Since the transitional bilingual program is not offered at our school, parents are given information about other schools that offer this program, so that they may exercise choice. When there are sufficient students to necessitate a TBE or 3. DL programs, parents are notified in their native languages of these programs as they become available.

4. Program Placement

After the initial assessment, and parents have exercised their parental option, they are informed that their child must be placed in their program of choice within ten days of enrollment. Parents who choose a program that does not exist in our school are referred to a school where such a program exists, and they have the option of transferring to that program. If parents do not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL class. All ELLs must receive at least ESL classes. Students whose parents choose the Freestanding ESL program, that we offer at PPA, are placed in classes and are served according to their proficiency levels achieved on the LAB-R or NYSESLAT. Parent notification letters, program selection forms, entitlement letters and continued entitlement letters. Placement letters are filed in the students' cumulative folders. Those students whose parents select ESL are served according to their levels of proficiency. Beginning and Intermediate students receive 360 minutes of ESL per week, and Advanced students receive 180 minutes of ESL and 180 minutes of ELA each week as per CR Part 154. Those parents who do not choose ESL are given information about other schools that offer their program choice. They are also informed about technical assistance that is available to them through the OELL and the BETACs.

5. After reviewing the Parent Survey and Program Selection forms for the past three years, the trend shows that parents have been selecting the Freestanding ESL program that we offer at PPA. This is the only program we have available for ELLs.

6. Our program models reflect directly parent requests as stated before the trend noted is that parents seek our ESL program as opposed to other ELLs programs for their own personal reasons. PPA is exploring the possibility of opening an Haitian-Creole TBE program. The parents of ELLs have requested that their children receive a coherent and rigorous education. They have requested programs with high levels of rigor to support results in higher levels of academic achievements for their children. At PPA the ESL program model consists of a push-in model in the content areas and a pull-out model for academic interventions. We use research based academic intervention programs to help our ELLs become proficient in English. The curricula is standards-based and is aligned with the NYS assessments.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<input type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5
	<input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	55	Newcomers (ELLs receiving service 0-3 years)	42	Special Education	3
SIFE	32	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	4

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. [i](#)

ELLs by Subgroups											
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	42	32	1	12	1	1	1	0	0		55
Total	42	32	1	12	1	1	1	0	0		55

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	7	3					13
Chinese							0	0	0					0
Russian							0	0	0					0
Bengali							0	1	1					2
Urdu							0	0	0					0
Arabic							6	3	2					11
Haitian							7	9	2					18
French							4	4	3					11
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	20	24	11	0	0	0	0	55

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1.-7

Organizational Model

1a) At PPA we have an ESL program with native language support. PPA uses a departmentalized approach to provide instruction across the school. Within the ESL program, we utilize a combination of push-in (co-teaching), pull-out and we have a Block model for a selected grade class. Instruction is delivered utilizing both the push-in and pull-out models. The push-in model is applied to classes where there are a large number of ELLs with mixed proficiency levels. These ELLs are also pulled out for academic intervention services using SYSTEM 44, READ180, RIGOR, Teenbiz3000, Destination Math and FASTT Math.

1b) At PPA, we have 1 Block that is heterogeneous mix (mixed proficiency levels) in a 7th grade level. The rest of the students receive the push-in, pull-out services model of instruction.

2a. The organization of our staff ensures that our students receive the mandated instructional minutes according to their proficiency levels. Push-in co-teaching assignments reduces the teacher-student ratio to a ratio of approximately 10 to one. It allows the ESL teacher to maximize the amount of time on task. For the pull-out

ESL instruction for all ELLs is scheduled as required under NYSCR Part 154. The mandated number of units of support for ELLs in grades 6 through 8 consists of 360 minutes of ESL support each week for Beginning and Intermediate students. Advanced ELLs receive 180 minutes of ESL. Beginners, intermediates and advanced ELLs receive a minimum of 180 minutes of ELA per week in addition to ESL. Native language support is provided at a minimum of 50% of the time mandated per CR PART 54.

ALL ELLs, beginning, intermediates and advanced, receive a minimum of 180 minutes per week for ELA.

ELLs at PPA receive NLA through ongoing support from paraprofessionals.

3. Instruction for ELLs is scaffolded. The ESL teacher and the content area teachers are trained in QTEL scaffolding strategies. In addition, native language support is provided to ELLs by language paraprofessionals, in Arabic, French, Haitian Creole, and Spanish. The ESL program has accumulated over the years resource materials to address the academic needs of ELLs. These materials are available in all content areas. Translation dictionaries and picture dictionaries are also used to scaffold the content for our ELLs. Intervention support is also offered to our ELLs through research-based technology programs. These programs are: READ 180, RIGOR, Teenbiz3000, and SYSTEM 44 for ELA. DESTINATION Math and FASTT Math are used for our Math program. These programs are available in several languages such as Haitian Creole, Spanish and French, and are used by students who still need extra support in their native languages. The intervention programs address differentiated instruction for ELLs.

Some of the instructional methodologies include: TPR, QTEL scaffolding strategies,

The ESL teacher provides content area support for ELLs through small group instruction during the Push-in periods of ELA, Math ...

A. Programming and Scheduling Information

4. PPA does not a TBE or DL program. However, To ensure that ELLs are pppropriately evaluated in their native language, the students are given the choice to complete the exam in their native language. Picture dictionaries, translation dictionaries, glossaries, books in other languages are provided to the students. Bilingual staff members receive testing training.....

5a. . Instructional Plan for SIFE

Grade	#of Students	General Ed. Proficiency			Special Ed. Proficiency		
		B	I	A	B	I	A
6	6	4	0	1	1	0	0
7	17	9	4	4	0	0	0
8	9	4	5	0	0	0	0

There are 32 SIFE who are ELLs In the general education 6th Grade, there are 4 Beginning students, and 1 Advanced student . In the 7th Grade there are 9 Beginning, 4 Intermediate and 4 Advanced students . In the 8th Grade there are 4 Beginning, 5 Intermediate , and 0 Advanved students . Special Ed. has 1 student who is at the Beginning level .

During the 2009-2010 school year, MS2 received a SIFE grant which helped to build our capacity to address the academic needs of SIFE. We currently have a new ESL lab , equipped with Scholastic intervention programs . These programs are SYSTEM44, READ180 , and FASTT Math . These are research based programs designed to accelerate reading proficiency . This current school year 2011-2012 , 32 of our ELLs are SIFE.. Instruction for these students as mandated by CR Part 154 consists of 360 minutes per week for Beginning and Intermediate students. Advanced students receive 180 minutes of ESL and 180 minutes of ELA each week .

5b. Plan for Newcomers

To welcome our newcomers to our school community, students and their parents are invited to an orientation session where they will learn about the school. Parents are provided with information about the curuculum learning standards , expectations for students , and assessments . Programs, curriculum, and information about services that are available to them will be translated and distributed. Also, students and their parents will be given a school tour and at the same time be introduced to the staff. Parents will also be invited to a number of workshops organijed by the ESL department . To communicate efficiently with parents, correspondences will be translated into the various native languages so that ideal outreach can occur.

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

Upon enrollment newcomers are tested (LAB-R) to determine their proficiency levels . Spanish students are administered the Spanish LAB to determine their language dominance .This test is used to inform instruction . Instruction is differentiated based on the academic needs of the students . Students at different proficiency levels are paired for instruction . All ELLs are provided with a comprehensive core curriculum in Literacy and Mathematics. Our programs for newcomers are alligned with NYS standards.

5c. Plan for ELLs receiving service 4 to 6 years.

Grade	# of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	8	8	0	2	6	0	0	0	
7	3	2	0	0	2	0	1	0	
8	1	21	1	0	0	0	0	0	

There are 12 ELLs who are receiving services for 4 to 6 years . In the General Education 6th Grade , two student are at the Intermediate level and six is at the Advanced level . In the 7thGrade , two student are at the Advanced level . In the 8th Grade , there is one Beginning student . In Special Education there is one student in the 7th Grade ,who is at the Intermediate level .

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

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

A. Programming and Scheduling Information

5d. Plan for Long-Term ELLs receiving service (completed 6 years).

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

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

6. . Instructional Plan for ELLs identified as having Special needs (ELLs/SWD's)

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

There are 3 students identified as special needs in ESL whose IEPs mandate ESL services. There is 1 Beginning student in the 6th Grade , 1 Intermediate student , and 1 Advanced student in the 7th Grade . The Advanced special needs student in the 7th Grade is X coded , but is still receiving ESL mandated services . All special needs students are served according to their mandated hours for their proficiency levels. Intermediate and Beginning students receive 360 minutes of ESL each week .These students are pulled out for academic intervention . The Beginners with special needs receive intrervention via SYSTEM44 and the intermediate receive intervention via READ180 . Students who are X Coded receive ESL services and must write the NYSESLAT. Recommended testing accomodations are available to all special needs students based on their Individualized Education Programs. These Long-Term ELLs will also be placed on Teenbiz3000 for enrichment .

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	<p>4. Regularly scheduled congruence meetings are held during which time the IEP mandates are reviewed to ascertain student progress. Results of these meetings inform the student's programs. Once the ELLs /SWD are identified the school programs the students for ESL services.. Quartely progress checks are implemented to ensure progress toward goal.</p>		
75%			
50%			
25%			
0%			
	Dual Language		
100%			
75%			
50%			
25%			
0%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
0%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English 

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here.

8. Targeted Intervention Services for ELLs

Proficiency Level	ELA Intervention Program	Math Intervention Program	Additional Support
Beginning	System 44 RIGOR	FASTT Math Destination Math	AIS Programs Vacation School After school Programs SES Programs Early Bird Programs Saturday Programs
Intermediate	Read 180 Teenbiz3000	FASTT Math Destination Math	AIS Programs Vacation School After school Programs SES Programs Early Bird Programs Saturday Programs
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The academic intervention programs provide solutions for differentiated instruction. These programs are available in Spanish and Haitian Creole and they offer a broad range of activities for students at all levels of proficiency. All ELLs receive native language support from paraprofessionals.

For the 2011-2012 Title III After School program we will hire 3 certified teachers to teach this program . One teacher will be a certified ESL teacher , and in order to address the content areas of ELA and Mathematics , there will be a certified Math teacher and a certified ELA teacher .

Description of the Intervention Programs :

We will utilize the following research- based technology programs : Teenbiz3000 , READ180 , SYSTEM44 , Destination Math , and FASTT Math . These research based programs include differentiated lessons for direct instruction . Over the years we have acquired a variety of materials and resources to address the academic needs and characteristics of our LEPs . These resources include RIGOR , a reading intervention program developed by Margarita Calderon , PhD, a research scientist at Johns Hopkins University School of Education . The RIGOR intervention resources are based on Dr , Calderon's studies of English acquisition . The materials include age appropriate content area texts , as well as engaging language development activities , phonics , and vocabulary instruction . In addition , the program includes audio CD and consumables , student practice books , teacher guides and assessments. We also have translation dictionaries , glossaries , and leveled libraries. We have selected SYSTEM44 and Rigor as the ELA intervention programs for those

B. Programming and Scheduling Information--Continued

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

C. Schools with Dual Language Programs

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

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

1. ALL Teachers Of ELLs will continue to participate in high quality professional development provided by The Office of Students with Disabilities and English Language Learners. (OELL) Teachers of LEPs will attend workshops that pertain but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas. : All teachers who are responsible for the instruction of LEP students during the regular school day and after school will participate in PD activities offered by OELL .The following teachers will participate in professional development activities: The ESL Teacher , the ELA Teacher , and the Math Teacher will participate in the professional development offered by OELL. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain , but no limited to Topics to be covered Differentiated instruction Using data to plan instruction for ELLs ;QTEL Scaffolding strategies ;Language allocation policy;Looking at students' work. Teachers' of ELLs will continue to participate in professional development offered by the OELL (QTEL institutes and workshops)and the NYC BETACs . Scholastic will continue to provide training for the implementation of System 44 , READ180 , and FASTT Math

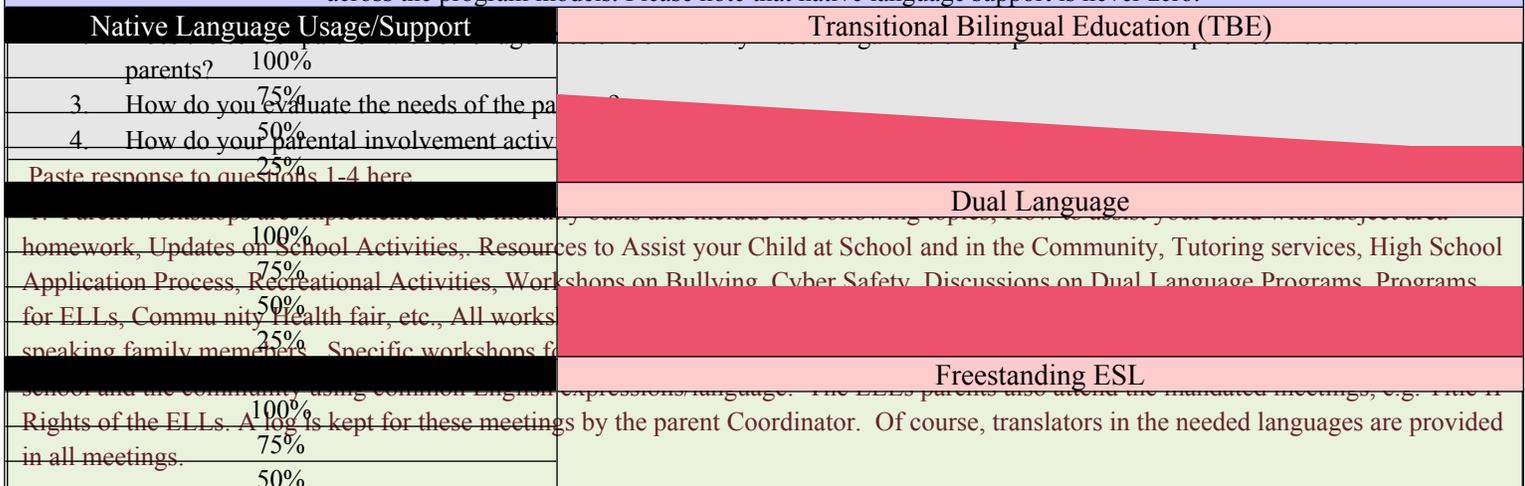
2. Out guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school , and Middle school to High school.

3. Our ELL compliance specialist will continue to provide training for all staff as per Jose P. Documentantion of this traing includes attendance , copies of certificates and materials given to workshops. The ESL teacher and teachers' of ELLs will continue to engage in collaborative planning in order to enrich the quality of education for other ELLs. Logs will be kept for this common planning. Alternative training in test translations will be given to bilingual staff members so that they can become proficient in administering city and state wide tests to the students in their native language as per 504 accomodations and /or IEP mandates.

!esponse to questions 1-3 here

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



E. Parental Involvement

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

,Paste response to questions 1-4 here

1. Parent workshops are implemented on a monthly basis and include the following topics; How to assist your child with subject area homework, Updates on School Activities,. Resources to Assist your Child at School and in the Community, Tutoring services, High School Application Process, Recreational Activities, Workshops on Bullying .Cyber Safety, Discussions on Dual Language Programs, Programs for ELLs, Commu nity Health fair, etc., All workshops, whether specifically geared foe ELLs , have translators available for non-English speaking family memebers. Specific workshops for Arabic and French speaking parents include lessons to help familiarize themj with the school and the community using common English expressions/language. The ELLs parents also attend the mandated meetings, e.g. Title II Rights of the ELLs. A log is kept for these meetings by the parent Coordinator. Of course, translators in the needed languages are provided in all meetings.

2. PPA serves as a resource and refers parents to community services within the CBO's e.g. Beacon, Leadership Program, CAMBA, Downstate, Haitian Times, etc., These agencies provide translations on-site.

3.The Parent Coordinator is the Laison between the Parents and the Administration. In a timely fashion, Ms. Mobley, PC disseminates information of importance to Parents of ELLs. This would include but not limited to activities they could do with their children, important resources for them in the larger community, upcoming school events, deadlines for services, etc. Written notices, verbal communication, as well as the school's auto-dial system is delivered in the parent's native language. Translation services are provided at meetings.

4. Parents are asked to complete specific surveys in their language to ascertain what programs or services they would likeor need in order to address their concerns. These are, of course, deliveredin the parent's native language. Other parent involvement for ELLs include, Orientation for the Newcomer, Title Iii meetings and workshops for addressing the needs of the ELL parent..

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17 here.

8. Targeted Intervention Services for ELLs

Proficiency Level	ELA Intervention Program	Math Intervention Program	Additional Support
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Additional Information

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

Paste additional information here

Translation and Interpretation Plans Part A

PPA uses a survey to inventory parents' choices about the best way to communicate with them. According to the Progress Report, most parents prefer to have the home/school communications, in the following order; 1) phone 2) mail 3) backpack mail 4) Parent Teacher conferences 5) email

A survey of our ELLs' parents indicate that they prefer to have the communications in English when they are fluent and in their native language when they are not. A breakdown of the language demands is as follows:

Haitian Creole-18

French- 11

Spanish-13

Arabic-11

Bengali-2

The school community is aware of the language needs of their constituents and as a result seek translations /interpretations services where needed.

Part B

Our school provides written and oral translation services for assessments, communication and instruction. For timely assurance documents, we either pre-planned or sent for translation at least 10 days in advance. In-house staff and the translation units provide these services. If the DOE has translated documents. These are utilized as well. i.e. Discipline Code...

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. ALL Teachers of ELLs will continue to participate in high quality professional development provided by The Office of Students with Disabilities and English Language Learners. (OELL) Teachers of LEPs will attend workshops that pertain but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas. : All teachers who are responsible for the instruction of LEP students during the regular school day and after school will participate in PD activities offered by OELL .The following teachers will participate in professional development activities: The ESL Teacher , the ELA Teacher , and the Math Teacher will participate in the professional development offered by OELL. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain , but no limited to Topics to be covered Differentiated instruction Using data to plan instruction for ELLs ;QTEL Scaffolding strategies ;Language allocation policy;Looking at students' work. Teachers' of ELLs will continue to participate in professional development offered by the OELL (QTEL institutes and workshops)and the NYC BETACs . Scholastic will continue to provide training for the implementation of System 44 , READ180 , and FASTT Math

2. Out guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school , and Middle school to High school.

3. Our ELL compliance specialist will continue to provide training for all staff as per Jose P. Documentantion of this traing includes

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2. Out guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school , and Middle school to High school.

3. Our ELL compliance specialist will continue to provide training for all staff as per Jose P. Documentation of this training includes attendance , copies of certificates and materials given to workshops. The ESL teacher and teachers' of ELLs will continue to engage in collaborative planning in order to enrich the quality of education for other ELLs. Logs will be kept for this common planning. Alternative training in test translations will be given to bilingual staff members so that they can become proficient in administering city and state wide tests to the students in their native language as per 504 accommodations and /or IEP mandates.

Response to questions 1-3 here

E. Parental Involvement

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

,Paste response to questions 1-4 here

1. Parent workshops are implemented on a monthly basis and include the following topics; How to assist your child with subject area homework, Updates on School Activities., Resources to Assist your Child at School and in the Community, Tutoring services, High School Application Process, Recreational Activities, Workshops on Bullying .Cyber Safety, Discussions on Dual Language Programs, Programs for ELLs, Community Health fair, etc., All workshops, whether specifically geared for ELLs , have translators available for non-English speaking family members. Specific workshops for Arabic and French speaking parents include lessons to help familiarize them with the school and the community using common English expressions/language. The ELLs parents also attend the mandated meetings, e.g. Title II Rights of the ELLs. A log is kept for these meetings by the parent Coordinator. Of course, translators in the needed languages are provided in all meetings.

2. PPA serves as a resource and refers parents to community services within the CBO's e.g. Beacon, Leadership Program, CAMBA, Downstate, Haitian Times, etc., These agencies provide translations on-site.

3. The Parent Coordinator is the Liaison between the Parents and the Administration. In a timely fashion, Ms. Mobley, PC disseminates information of importance to Parents of ELLs. This would include but not limited to activities they could do with their children, important resources for them in the larger community, upcoming school events, deadlines for services, etc. Written notices, verbal communication, as well as the school's auto-dial system is delivered in the parent's native language. Translation services are provided at meetings.

4. Parents are asked to complete specific surveys in their language to ascertain what programs or services they would like or need in order to address their concerns. These are, of course, delivered in the parent's native language. Other parent involvement for ELLs include, Orientation for the Newcomer, Title III meetings and workshops for addressing the needs of the ELL parent..

E. Parental Involvement

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

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							2	2	1				
	I							2	6	1				
	A							5	8	6				
	P							8	5	2				
READING/ WRITING	B							3	8	3				
	I							2	5	6				
	A							11	6	1				
	P							2	1	0				

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		10		1				17
7	6		9		5				20
8	4		6		0				10
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	1		0	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language	5		5	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Paste response to questions 1-6 here

- The following assessment tools are used to assess the early literacy skills of ELLs:

Subtest: Reading Literacy (SRL)

Additional Information

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

Paste additional information here

Translation and Interpretation Plans Part A

PPA uses a survey to inventory parents' choices about the best way to communicate with them. According to the Progress Report, most parents prefer to have the home/school communications, in the following order; 1) phone 2) mail 3) backpack mail 4) Parent Teacher conferences 5) email

A survey of our ELLs' parents indicate that they prefer to have the communications in English when they are fluent and in their native language when they are not. A breakdown of the language demands is as follows:

Haitian Creole-18

French- 11

Spanish-13

Arabic-11

Bengali-2

The school community is aware of the language needs of their constituents and as a result seek translations /interpretations services where needed.

Part B

Our school provides written and oral translation services for assessments, communication and instruction. For timely assurance documents, we either pre-planned or sent for translation at least 10 days in advance. In-house staff and the translation units provide these services. If the DOE has translated documents. These are utilized as well. i.e. Discipline Code...

Part VI: LAP Assurances

School Name: <u>Parkside Preparatory@ MS2</u>		School DBN: <u>17K002</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adrienne Spencer	Principal		1/15/11
Yolette Alcindor	Assistant Principal		9/15/11
Joanne Mobley	Parent Coordinator		9/15/11
Annie Benn	ESL Teacher		9/15/11
Oveta Jack	Parent		9/15/11
Nadjer Henry/ELA	Teacher/Subject Area		1/15/11
Max Edouard/Math	Teacher/Subject Area		9/15/11
Leslie Hefez/Math	Coach		9/15/11
	Coach		9/15/11
Lincoln Esbrand	Guidance Counselor		9/15/11

School Name: Parkside Preparatory@ MS2

School DBN: 17K002

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Julia Bove	Network Leader		9/15/11
Joanne Noel	Other <u>Teacher</u>		9/15/11
Arlene Burnett	Other <u>Teacher</u>		9/15/11
Ingrid Curnife	Other <u>Related Provider</u>		9/15/01
Amal Ismaiel	Other <u>Paraprofessionall</u>		9/15/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K002 **School Name:** Parkside Preparatory Academy @ MS 2

Cluster: 06 **Network:** 602

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.

ATS School data shows that the background languages of our parents/students are as follows: Haitian Creole 18, French 11, Spanish 13, Arabic 11, Bengali 2.

School Learning survey indicates that parents prefer to communicate in the following order: 1) phone 2) mail 3) backpack mail 4) Parent-Teacher conferences 5) email

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.

A survey of our ELLs parents indicate that they prefer to receive written communicate in their nature language accompanied by the English version. However, during conferences, parents prefer to have interpreters available in their nature language.

Part B: Strategies and Activities

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

Parkside Preparatory Academy will provide written documents in the language of our ELL parents in all matters pertaining to their children's education, standards, performance, safety, discipline etc. Translation will be done by an outside vendor as well as by in school staff. For timely, provision, routine letters are pre-printed.

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

Oral interpretation services are provided for all formal and informal meetings and for communicating with students. This is provided by in home staff.

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>.

To fulfill section VII of the Chancellor's Regulation, Parkside Preparatory Academy will do the following:
(A) Bill of Parents Rights and Responsibilities are sent in translated version in September of each year.
(B) The sign regarding the availability of interpretation services are posted in the main office, at the front entrance and in the parent room.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: MS2	DBN: 17K002
Cluster Leader: Ruiz , Jose	Network Leader: Bove, Julia
This school is (check one): ✳conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✳After school ●Saturday academy ●Other:
Total # of ELLs to be served: 56 Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ✳6 ✳7 ✳8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale :

An analysis of the NYSESLAT , LAB-R , ELA , and Mathematics results demonstrates the need to further support the English language acquisition of all LEP students . The LEPs who are at the Beginning and Intermediate levelsof proficiency on the NYSESLAT and LAB-R , have shown severe deficiencies in all modalities : reading , writing , listening , and speaking .These LEPs are very weak in reading comprehension , academic vocabulary , and syntax . School wide mathematics examinations indicate that the LEP students are performing below grade level in mathematics . We will address the academic deficiencies of LEPs by providing the students direct instruction in ELA and Mathematics via an after school program . The Title III LEP supplemental program will help LEP students attain English proficiency while meeting state academic achievement standards .

Sub groups and grade levels of students to be served :

There are currently 56 LEP students in Grades 6 through 8 enrolled in the ESL program. Of this population, thirty two are SIFE. Three are enrolled in Special Education. The LEP students come from families that speak Haitian Creole, French, Arabic, Spanish, and Bangla. All LEP students are identified through the LAB-R and NYSESLAT examinations. Twenty-two of our students in Grades 6 through 8 are at the Beginning level , fourteen are Intermediate, and twenty are at the Advanced level of proficiency on the NYSESLATand LAB-R . During the 2011-2012 school year ,all 56 LEPs in Grades 6 through 8 , will be served in the Title III LEP supplemental after -school program , at MS2.

Schedule and duration :

The After -School Title III LEP supplemental program will begin on Wednesday November 11 , 2011. This program will end on June 18 , 2012 . There will be three classes . All LEP students will be grouped according to their proficiency levels . Classes will meet on Mondays and Wednesdays for two hours ,from 3:30 PM to 5:30 PM each day on the following dates :

November 11,16,21,23

December 5,7,12,14,19,21

January 4,9,11,16,18,23,25,30

February 1,6,8,13,15

March 5,7,12,14,19,21,26,28

April 2,4,16,18,23,25,30

Part B: Direct Instruction Supplemental Program Information

May 2,7,16,21,23,28,30

Language of Instruction:

At MS2 all 56 LEP students are enrolled in a freestanding ESL program , and the language of instruction is English . We also provide native language support in Arabic, French , Spanish , and Haitian Creole .

and types of certified teachers :

For the 2011-2012 Title III After School program we will hire 3 certified teachers to teach this program . One teacher will be a certified ESL teacher , and in order to address the content areas of ELA and Mathematics , there will be a certified Math teacher and a certified ELA teacher .

Types of materials :

To address the academic needs and characteristics of our LEPs, we will utilize the following research-based academic intervention programs which include differentiated lessons for direct instruction : Teenbiz3000 , READ180 , SYSTEM44 , Destination Math , and FASTT Math . We will also utilize RIGOR , a reading intervention program developed by Margarita Calderon , PhD, a research scientist at Johns Hopkins University School of Education . The RIGOR intervention resources are based on Dr , Calderon's studies of English acquisition . RIGOR materials include age appropriate content area texts , as well as engaging language development activities , phonics , and vocabulary instruction . In addition , the program includes audio CD and consumables , student practice books , teacher guides and assessments. We also have translation dictionaries , glossaries , and leveled libraries.

We will implement SYSTEM44 and Rigor as the ELA intervention programs for those students at the Beginning level of proficiency . For the Intermediate levels we will utilize READ180 and Teenbiz3000 . All LEP subgroups (Beginning , Advanced , and Intermediate) will utilize FASTT math and Destination Math as the intervention programs for Mathematics . These programs offer a broad range of academic activities for all levels of proficiencies . In addition most of these programs are available in Spanish and Haitian Creole . The instructional model for all of these research -based intervention programs consists of Whole - Group Instruction ; Small -Group Rotations ; Small-Group Direct Instruction ,Instructional software, Modeled and Independent Reading , followed by the Whole-Group Wrap-Up .

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration

Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

Rationale :

ALL Teachers in the Title III LEP After School program will continue to participate in high quality professional development provided by The Office of Students with Disabilities and English Language Learners. Teachers of LEPs will attend workshops that pertain but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas.

Teachers to receive training :

All teachers who are responsible for the instruction of LEP students during the regular school day and after school will participate in PD activities offered by OELL and other internal offerings.

Schedule and duration

The following teachers will participate in professional development activities: The ESL Teacher , the ELA Teacher , and the Math Teacher will participate in the professional development offered by OELL as well as other internal offerings. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain , but no limited to

Topics to be covered

Differentiated instruction

Using data to plan instruction for ELLs

QTEL Scaffolding strategies

Language allocation policy

Learning from students' work

Schedule and duration of workshops

OELL TBA

Part C: Professional Development

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale

Meaningful parent and family involvement is critical to the academic success of LEP students. It is our responsibility to initiate and facilitate this development. In addition to the parent orientation during the ELL parent identification process, parents are provided with numerous opportunities to give input to the school. Parents are active members of the PTA and the SLT. The Parent Coordinator, Ms. Joanne Mobley at MS2, helps to establish strong communications for the families of our LEP students. At our school, Parents are also provided with a designated room where they can gather, sit, drink coffee or tea, post and read announcements in different languages, or to meet fellow parents. Parents are also invited to visit classrooms on a regular basis to celebrate students' work and to address specific concerns.

Schedule and duration

We have scheduled the following ELLs parent involvement engagement activities for the school year 2011-2012:

Curriculum night

- ELLs Parent orientation Meeting
- Title III LEP meeting – November 10 , 2011 , to provide parents with information about the Title III Supplemental Program
- Instructional Technology Workshops for Teenbiz3000 , Destination Math , FASTT Math , and Read 140 programs – to be announced
- Health Fairs - to be announced
- Family Math and Literacy workshops – to be announced
- Open school Night – report cards

Part D: Parental Engagement Activities

- Celebrations of cultural diversity (Multicultural Festivals – Flag Day , Career Day , Food Fest)

Topics to be covered

- Accessing periodic assessments and other exams
- Data Analysis
- Community resources
- Discipline
- Health
- Adult Education

Instructional technology

Name of provider

The ELLs' meetings and workshops will be conducted by teachers of ELLS. We will also invite guests speakers from the community agencies and cultural groups.

Parent Notification of these activities

Our efforts to facilitate meaningful communication with the families of our ELLs, involve face –to-face and over the phone contact in the parents’ primary language. Translation is also available in written format. All information including letters, brochures, invitation, and conference material is translated into the parents’ primary language. Translated information for parents of ELLs is posted around the school.

Part D: Parental Engagement Activities

Empty area for detailing Parental Engagement Activities.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$9,392.00	Teacher salary to be expended for the proposed 2011-2012 Title III LEP After-School Program Per session After School 74.5 hrs. X 3 teachers = X \$41.97= \$9,392.00
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		Five teachers will participate in QTEL Scaffolding training offered by the OELL
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	0	Not applicable
Travel	0	Not applicable
Other	0	Not applicable
TOTAL	-	\$11,200.00