



**Department of
Education**

Dennis M. Walcott, Chancellor

**2011-2012
Comprehensive Educational Plan
(CEP)**

School Name: Frances Perkins Academy

DBN: 14K632

Principal: Dr. Jocelyn Santana

E-mail: jsantan3@schools.nyc.gov

Superintendent: Karen Watts

School Leadership Team (SLT) Signature Page

Name	Position and Constituent Group Represented	
Jocelyn Santana	*Principal or Designee	
Stephanie Elliott	*UFT Chapter Leader or Designee	
Joy-Anne Harvey	*PA/PTA President or Designated Co-President	
Chris Yorke	DC 37 Representative, if applicable	
Robin Dominguez	Student Representative	
Mabel Rivas	Student Representative	
N/A	CBO Representative, if applicable	
Luis Crespo	Member/ Assistant Principal	
Cecilee Rauner	Member/ Teacher	
	Member/	

Annual Goal #1 and Action Plan

Annual Goal #1

- 90% of senior students will accumulate credits to meet graduation requirements by June 2012.

Comprehensive needs assessment

- Students earning 10+ credits according to the 2010 progress report for current Seniors measured at 52.9%

Instructional strategies/activities

- a) Strategies that encompass the needs of the group
- b) Staff involved in implementation
- c) Steps involved in teacher decision making
- d) Timeline

Activity #1

Professional Development: PD for instructional strategies for courses in PM School and Saturday Academy, Project Recovery work and ilearn as well as regularly scheduled courses. PD will be centered around UBD.

Target population: Senior cohort

Responsible Staff Members: Guidance Counselor to create Individualized Acceleration Plan for every student with the support of each teacher advisor, Teachers who teach PM School and Saturday Academy and regularly scheduled courses

Timeline: Quarterly sessions of credit recovery and progress report

Activity #2

Instructional Plan: Create lesson plans for students addressing individual SMART goals based on skill and credit deficiencies and credit accumulation. Use Rubicon Atlas and UBD Planning to create units of study. Create Rubrics and Checklists to measure progress and results for credit recovery and accumulation. Establish follow-up procedures at beginning, mid-term and end-term and data analysis of credits

Steps for including teachers in the decision making process

Teachers will meet bi-monthly to review credit recovery data

Teachers are on credit panel to approve credits

Senior Teachers meet regularly at common planning to track all credit accumulation

Strategies to increase parental involvement

- Monthly parental newsletter with credit cycle dates
- Weekly communication with parents of seniors who are in recovery program
- Bi-Monthly Parent meetings through PA
- Parents regularly attend monthly SLT meetings
- Parents know how to use Pupil Path to access updated data

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff and teachers will attend high school hiring fairs
- Whole group interviews
- Interview questions are created by whole staff
- All possible hires spend a day observing practices at Frances Perkins Academy

<ul style="list-style-type: none"> • Offering opportunities to earn P Credits • <i>Mentors are assigned to support struggling and un-qualified teachers.</i>
<p>Service and program coordination</p> <ul style="list-style-type: none"> • New York State Common Core Learning Standards are aligned with all courses offered at Frances Perkins Academy as well as all courses connected to credit recovery and project work • Internship program will support students in fulfilling remainder of elective credits needed for graduation requirements
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> • Per session allocation for teachers that coordinate and teach after school and Saturday Academy credit accumulation courses • TL NYSTL Textbook funds used to purchase materials • ARRA RTTT Data Specialist to support with data analysis • TL Translation/Title I translation service funding to support non English speaking parents

Annual Goal #2 and Action Plan

<p>Annual Goal #2 Increase teacher effectiveness according to the Danielson scoring rubric by one whole level of performance category by providing ongoing differentiated support based on a frequent model of observation and timely feedback, to occur 1-2x a month.</p>
<p>Comprehensive needs assessment</p> <ul style="list-style-type: none"> • Percentage of teachers without tenure is 67% • Weighted Regents passing rate is below 41.4% in all subjects areas but one • Pct. of Students in School's Lowest Third Earning 10+ Credits in 3rd Year measures at 31.3%
<p>Instructional strategies/activities a)Strategies that encompass the needs of the group b)Staff involved in implementation c)Steps involved in teacher decision making d)Timeline</p> <p>Activity #1 <u>Professional Development:</u> PD which focuses on Danielson's Framework and PD for specific instructional strategy support based on teacher need through both formal and informal teacher observations through the use of Danielson's rubric. HQT's turnkey and share best practices in weekly PD sessions and common planning as well as regular mentoring sessions with at least 5 years of experience. All teachers regularly experience inter-visitations and are regularly mentored <u>Target population:</u> Untenured and newer teachers <u>Responsible Staff Members:</u> Principal, Assistant Principals and Grade level teacher leaders <u>Timeline:</u> Weekly through 2012</p> <p>Steps for including teachers in the decision making process Feedback will be shared with teacher mentors and they will provide support based on this feedback Teachers will identify specific needs through verbal and written requests at weekly meetings which all members will discuss implementation and next steps regarding support plans</p>

Strategies to increase parental involvement

- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through inviting parents to visit classrooms and provide ongoing feedback. In addition parents will have access to Rubicon Atlas.
- Pupil Path training

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff and teachers will attend high school hiring fairs
- Whole group interviews
- Interview questions are created by whole staff
- All possible hires spend a day observing practices at Frances Perkins Academy
- Offering opportunities to earn P Credits

Budget and resources alignment

- Direct instructional support from network professional development sessions
- Offsite expertise will lead professional development sessions
- TL Translation/Title I translation service funding to support non English speaking parents

Annual Goal #3 and Action Plan

Annual Goal #3

- In order to prepare students for the 21st century and college readiness, all students will integrate technology into the learning through internship period 3 times a week and into projects and exhibitions. This will be measured by at least 50% of students integrating technology into projects as stated by the exhibition rubric

Comprehensive needs assessment

- Preparation for College Readiness Initiative in the digital age and alignment to the Common Core Learning Standards
- Continue to prepare students for college by increasing enrollment of students in College Now from 17 to 35 by June 2012

Instructional strategies/activities

- a) Strategies that encompass the needs of the group
- b) Staff involved in implementation
- c) Steps involved in teacher decision making
- d) Timeline

Activity #1

Professional Development: PD for instructional strategies for iLearn courses and communication regarding enrollment process for College Now courses. iLearn experts will run 3 sessions of professional development and one on one meetings with teachers. A teacher point person will join common planning 1x per week to support blended learning. Regents Connection in Common Planning sessions, CUNY credit (75+ in Regents)

Target population: Parents upperclassmen and teachers

Responsible Staff Members: Assistant Principals and teachers

Timeline: 3x per semester and 1x per week during common planning until June 2012

Quarterly College NOW course performance tracking

Steps for including teachers in the decision making process

During through the Learning through internship periods teachers make decisions as to which online curriculums students will use iLearn period can be used to support Humanities based work with technology. Teachers and students implement one on one conferencing which allows for teachers to adapt and plan based on individual student need.

Strategies to increase parental involvement

Provide materials and training to help parents work with their children to improve their digital literacy. Communication through email and/or Pupil Path.

Trainings will be held in our iLearn lab during Saturday monthly PA sessions and lead by the assistant principal and a teacher

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff and teachers will attend high school hiring fairs
- Whole group interviews
- Interview questions are created by whole staff
- All possible hires spend a day observing practices at Frances Perkins Academy
- Offering opportunities to earn P Credits

Budget and resources alignment

- Title I Professional Development Funding for both teachers and specialists
- TL NYSTL Software to support with supplemental computer programs
- TL Computer maintenance to support with technology
- TL Translation/Title I translation service funding to support non English speaking parents

Annual Goal #4 and Action Plan

Annual Goal #4

1. To create a culture of learning and respect by implementing Capturing Kids' Hearts as evidenced by a 3% increase in teachers' response on the School Survey on the area of safety and respect.

Comprehensive needs assessment

- Low teacher response on the school survey in the areas of order and discipline as measured by a score of 7.2 on safety and respect

Instructional strategies/activities

- a) Strategies that encompass the needs of the group
- b) Staff involved in implementation
- c) Steps involved in teacher decision making
- d) Timeline

Activity #1

Professional Development: Training about the process of Capturing Kids Hearts' which supports consistent discipline practices and immediate follow through. Violence Prevention Professional development, School wide Anti Bullying Initiative and training. All disciplinary incidents are logged on Skedula. Turnkey of program to all mentors who are working with students at their internships.

Target population: Teachers

Responsible Staff Members: Principals and Assistant Principals

Timeline: Weekly until June 2012

Steps for including teachers in the decision making process

Teacher-appointed teacher committee to help adapt Capturing Kids Hearts' curriculum into our current school culture

Monthly open forum in which teachers discuss ideas to support safety and respect which is then shared with administration

Strategies to increase parental involvement

- Open door policy which invites all parents to spend the day at Frances Perkins Academy to observe instruction
- PA meeting will focus on parent feedback on school safety and respect
- School created surveys sent home in multiple languages both by mail and electronically in order to receive feedback from parents regarding school safety and respect

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative Staff and teachers will attend high school hiring fairs
- Whole group interviews
- Interview questions are created by whole staff
- All possible hires spend a day observing practices at Frances Perkins Academy

Service and program coordination

- Anti-bullying initiative
- School wide internship program will receive the support of mentors in order implement Capturing Kids Hearts' by implementing the same techniques and systems used at Frances Perkins Academy

Budget and resources alignment

- Per Session is allocated for ongoing Capturing Kids Hearts' Training and materials
- TL Translation/Title I translation service funding to support non English speaking parents

Academic Intervention Services (AIS)

	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								
7								
8								
9	20	15	14	2	8	0	0	0
10	37	24	30	63	6	0	0	0
11	38	26	25	76	4	0	0	0
12	24	16	77	37	7	0	0	0

Name of Academic Intervention Services (AIS)	Description
ELA	Small group instruction (during school hours), PM school (after school program)
Mathematics	Small group instruction (during school hours)
Science	PM school (after school program)
Social Studies	PM school (after school program), Saturday Academy (Saturday program)
At-risk Services provided by the Guidance Counselor	Classroom (group) and individual guidance.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their digital literacy. Communication will occur through email and/or Pupil Path. Trainings will be held in our ilearn lab during Saturday monthly PA sessions.
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children through inviting parents to visit classrooms and provide ongoing feedback. In addition parents will have access to Rubicon Atlas.
- Guidance counselor and Spanish speaking paraprofessional will provide training sessions regarding understanding CCLS, Progress Report data and the Danielson's Professional Practices
- Monthly bilingual parent meeting, newsletter and SLT meeting
- Using, implementing and providing training on Pupil Path, our school-wide online system which keeps students and parents informed of the progress both academically and emotionally. It also provides attendance, anecdotal reports, grades and assignments. In addition it houses a school calendar with all of the important dates and events at school.

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- Parents are actively involved and engaged in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact, this will be communicated at our next SLT meeting on December 17, 2011. This communication is ongoing through regular SLT meetings.
- Involvement of parents in decisions regarding the required Title I set-aside funds which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills; this too occurs at monthly SLT meetings and at the next PA meeting which will be held on December 17, 2011.
- Title I funds in the amount of \$500 is set aside for parent involvement for initiating fundraising activities, to provide food for parents at PA meetings and to pay all cost for communications.
- Support will be provided by ongoing digital literacy trainings such as Pupil Path and general basic computer skills at monthly PA meetings.
- With the support of AP, Angel Luis Crespo, Marlene Gabbidon, a teacher advisor, is our official liaison regarding our parent communications as well as the writer and distributor of our parent newsletter. Regular sessions to distribute and discuss pertinent information in the newsletter will be logged and communicated at monthly PA meetings and SLT meetings.
- The required Annual Title I Parent Meeting which advises parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act; occurred October 15, 2011.
- Quarterly meetings will be held with the parents of students in danger of failing as well as students in the lowest 1/3rd according to when parents are available and parent teacher conferences took place Oct 27th and 28th, 2011.
- All documents are translated by AP Angel Luis Crespo and Mercedes Chevere.

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

- Hosting fundraisers
- Hosting family day events include Annual end of year picnic and Thanksgiving and Holiday parent/student/ teacher luncheon
- Parents have full access to the ilearn lab in order to access the Internet to strengthen their digital literacy and support with online college applications and FAFSA forms
- Professional Development provided by a parent with the support of a local organization, Man Up. Professional Development is offered to both students and parents.
- Monthly Newsletter
- Regular mailings to in multi languages in order to communicate important dates and events

School-Parent Compact

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student

achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- Small group tutoring and after school programs
- Using Rubicon Atlas to ensure that units are aligned to CCLS
- Using Pupil Path, Phone blasts, home visits and regular phone calls to communicate with parents

Support home-school relationships and improve communication by:

- Regular PA meetings which the individual child's achievement will be discussed as well as how this Compact is related;
- Open door policy which invites all parents to spend the day at Frances Perkins Academy to observe instruction as well as attend student work exhibitions
- Regular parent gatherings outside of SLT and PA include fundraisers, and school wide luncheons
- Regular outreach to parents via telephone, meetings, email and Pupil Path
- Translation of all forms of communication including meetings
- Quarterly progress reports provide parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information. In addition all information regarding student performance can be accessed on Pupil Path
- The Parent Involvement Policy and School-Parent Compact will be distributed and discussed with parents 2x per year;

Provide parents reasonable access to staff by:

- Parents have ongoing and direct access to multilingual staff members including the assistant principal Luis Crespo and paraprofessional Mercedes Chevere. In addition the families of ELL's are supported by a multilingual teachers, Daniel Fernandez and Leonel Toromoreno
- Parents have ongoing and regular communication with all staff members via email, telephone and meetings which is logged in our online system Pupil Path
- Parents are invited to spend the day at schools in the classroom through verbal invites and through the monthly newsletter and at PA meetings

Provide general support to parents by:

- Regular PA meetings which the individual child's achievement will be discussed as well as how this Compact is related;
- Open door policy which invites all parents to spend the day at Frances Perkins Academy to observe instruction as well as attend student work exhibitions
- Regular outreach to parents via telephone, meetings, email and Pupil Path
- Title I funds in the amount of \$500 is set aside for parent involvement for initiating fundraising activities, to provide food for parents at PA meetings and to pay all cost for communications.

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- As stated by the Theory of Action and school-wide social contract parents agree to monitor their child’s attendance and ensure that their child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent; ensure that their child comes to school rested by setting a schedule for bedtime based on the needs of their child and his/her age; check and assist child in completing homework tasks, when necessary; encourage my child to follow school rules and regulations and discuss this Compact with child; volunteer in their child’s school or assist from home as time permits; participate, as appropriate, in the decisions relating to y child’s education; communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district; respond to surveys, feedback forms and notices when requested; become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact; participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible; take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams; share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- As stated by the Theory of Action and school-wide social contract as well as individual student learning plans students are of aware and expected to attend school regularly and arrive on time, complete homework and submit all assignments on time, understand credit and transcripts with the support of the guidance counselor and teachers, follow the school rules and be responsible for their actions, show respect for themselves, other people and property, try to resolve disagreements or conflicts peacefully through Greenpoint Youth Court and mediation groups and always try their best to learn.

**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 Gillian Smith	District 14	Borough Brooklyn	School Number 632
School Name Frances Perkins Academy			

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

Principal Jocelyn Santana	Assistant Principal Angel Luis Crespo
Coach Karla Chiluita	Coach Danny Fernandez
ESL Teacher Leonel Toromoreno	Guidance Counselor DeAntonio Mitchell
Teacher/Subject Area Harmonica Kao	Parent Joy-Anne Harvey
Teacher/Subject Area David Cerulli	Parent Coordinator None
Related Service Provider Marc Shohet	Other Mercedes Chevere
Network Leader Gillian Smith	Other Wanda Dunlap

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	0
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	173	Total Number of ELLs	17	ELLs as share of total student population (%)	9.83%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

The Home Language Identification Survey (HLIS) will be administered to all first time students in NYC school system by the ESL Coordinator, Mr. Leonel Toromoreno, at the initial screening within the first ten days in school. In the ESL Coordinator's absence, the the HLIS will be administered by Assistant Principal, Angel Crespo. Mr. Toromoreno & Mr. Crespo are both qualified to administer this interview due to their experience and bi-lingulism. These students are immediately identified and tested. One way of identifying these students is through our initial interview. In the interview, students are asked a series of questions such as, "In what language do you dream?", and "In what language do you prefer to read?". Also, the parents of these students get the Home Language Survey. On the survey, our staff documents that the student was interviewed and determined to be eligible or not eligible for ELL services. During the initial interview in the Assistant Principal's office, parents are given the opportunity to watch a video on ELL services in NYC schools so that they may understand the various program choices. Parents are given a choice of the three ELL programs. Frances Perkins Academy offers only Freestanding ESL at this point, thus, the ESL Coordinator will help the parents locate high schools that have Transitional Bilingual or Dual Language programs, if the parents prefer. If we have 15 or more potential students requesting Transitional Bilingual or Dual Language Programs in conjunction with the Big Picture School model, we will take steps to open a class. The ESL Coordinator and Assistant Principal attempt to collect all signed forms at the intake interview. Copies of all signed forms are kept in both the student's file as well as the school's file. All responsible parties continually stress the importance of returning further signed forms until the file is complete. The parents will have opportunity to understand the various programs offered. Frances Perkins Academy has the capability of translation in 6 languages. However, if a translator is required to explain our programs further, we will arrange with NYCDOE to have one present. Once all program choices have been thoroughly explained and understood by the parents, we will honor the choice of the parents. Frances Perkins Academy has just begun our fourth year. This is our second year offering a Freestanding ESL program, which is the first ESL program for our school. In the second year of our ELL initiative, parents have, so far, been pleased with the combination of a freestanding ELL program and our school's project-based learning plan. It is a unique opportunity within the city's schools, and we are confident that our students will achieve in our program where they might not in other traditional models. Another best practice at Frances Perkins Academy is to work directly with ATS. Our ESL Coordinator go to ATS and check what program the bilibual student last attended and the language spoken at home. We then send the parents a continuation letter in order to inform them that thir child will continue to receive ELL services. This letter is sent in all languages represented in the school. We also keep a list of the parents' choice of programs in order to keep track of their choices and to know if there is a need to create a program based on the choices. Our ESL Cordinator, Mr. Toromoreno, is also responsible for the administration of the LAB-R within the first ten days of the student being enrolled in the school. This includes all ELLs student wether their language is Spanish, French, etc... This test is given in a separate location within the first ten days of the student being enrolled in our school. Mr. Toromoreno is our licensed ESL teacher and ESL Coordinator. He speaks both English and Spanish fluently and has years of experience with the ELLs population.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										3	9	3	2	17
Total	0	0	0	0	0	0	0	0	0	3	9	3	2	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	10

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	3	0	0	0	0	0	10	0	4	13
Total	3	0	0	0	0	0	10	0	4	13

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

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										2	9	3	2	16
Chinese										0	0	0	0	0
Russian										0	0	0	0	0
Bengali										0	0	0	0	0
Urdu										0	0	0	0	0
Arabic										0	0	0	0	0
Haitian										0	1	0	0	1
French										0	0	0	0	0
Korean										0	0	0	0	0
Punjabi										0	0	0	0	0
Polish										0	0	0	0	0
Albanian										0	0	0	0	0
Other										0	0	0	0	0
TOTAL	0	2	10	3	2	17								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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.

A. Programming and Scheduling Information

- 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?

At Frances Perkins Academy Instruction is Self-Contained for ELA, World Language, Global History and Art. We have a Push-In (Co-Teaching) model for Career Exploration, Living Environment and Algebra. Playing Out Loud (Gym) is in a collaborative model which includes the other 9th grade classes. The program model at Frances Perkins Academy is block and heterogeneous. On a weekly basis, ESL instruction for Beginners is 540 minutes (3 units), for Intermediates: 360 minutes (2 units), for Advanced: 180 minutes (1 unit). ELA instruction is 180 minutes per week for all levels. NLA instruction is 45 minutes per day for all levels via computer aided instruction. Books and dictionaries are available in all native languages. Differentiation in content areas with native language support by the teacher as well as a bi-lingual paraprofessional. We use the SIOP (Sheltered instruction Observation Protocol) model in ELA, Math, Science, Global History and Art. The SIOP model allows the advisor (teacher) to design clearly defined content and language objectives and adapt the lessons of the general education students to allow ELLs the opportunity to study the same material as their peers and achieve with similar academic rigor while improving their reading, writing and speech in English. One on one instruction during independent work time as well as small group instruction at the end of the day, aided by computer based learning and native language support. Frances Perkins Academy's students are part of small learning communities called advisories. Each advisory is supported and led by an advisor, a teacher that works closely with each advisee to identify their interests and personalize their learning. Each student learns in a real-world setting with a mentor, a partner from the community. Parents and families are actively involved in the learning process, helping to shape the student's learning plan and enrolled as resources to the school community. Content instruction is heavy in academic vocabulary which is broken down and reviewed in ELA and ESL class. New York State ELA exam preparation is supported by our Literacy Policy which uses 6+1 writing skills and 7 reading strategies in conjunction with content instruction. ELL's are tested at the beginning of the year with an in-house literacy exam and Performance Series exams in Reading and Math. The data is then analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans are devised with special emphasis in the areas where the student shows weakness. New York State ELA exam preparation is supported by a Literacy Policy using 6+1 writing skills and 7 reading strategies in conjunction with content instruction wherein vocabulary is broken down and reviewed etymologically to enhance ELL comprehension and recall. Long-Term ELL's are tested at the beginning of the year with an in-house literacy exam and Performance Series exams in Reading and Math. The data is then analyzed along with the results of the student's last NYSESLAT exam. Individual learning plans are devised with special emphasis in the areas where the student shows weakness. New York State ELA exam preparation is supported by a Literacy Policy using 6+1 writing skills and 7 reading strategies in conjunction with content instruction wherein vocabulary is broken down and reviewed etymologically to enhance ELL comprehension and recall. Differentiation of instruction through adherence to the specifics on students' IEP's, plus an individualized learning plan created by the student and teacher together. Modifications are made in the content, process and product as necessary to suit the needs of each student so they may achieve successful comprehension and recall.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	n/a		
Social Studies:	n/a		
Math:	n/a		
Science:	n/a		

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

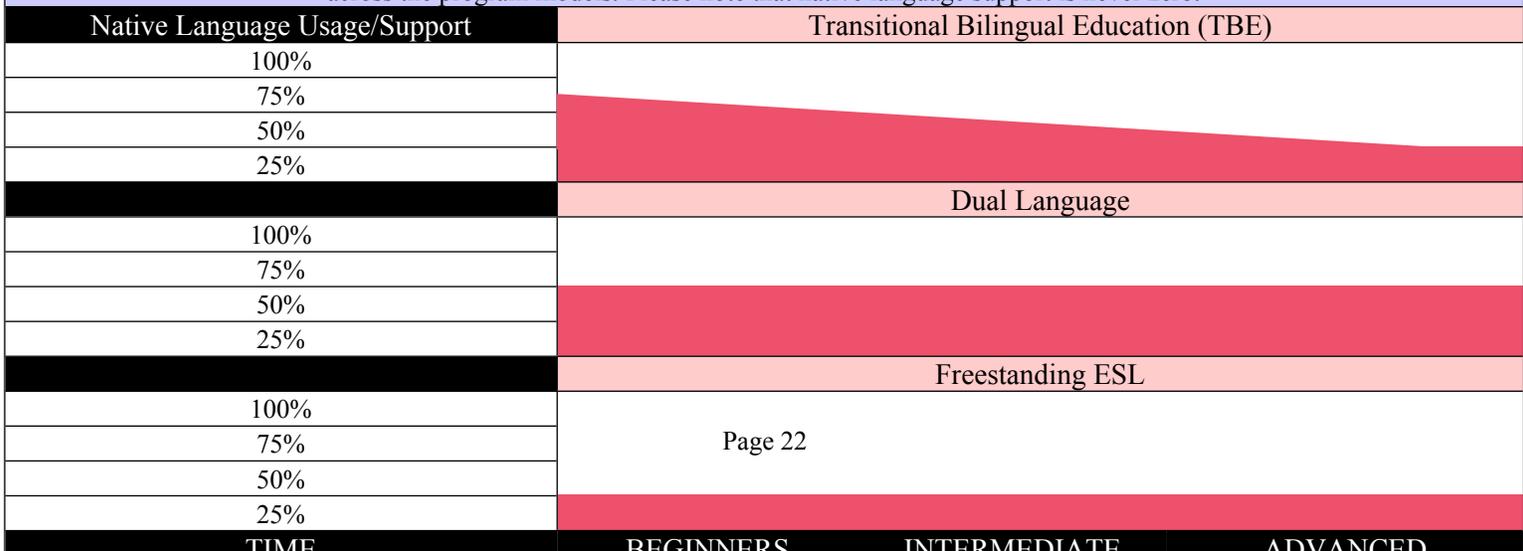
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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?

Our current ELL population is supported by many native speaking teachers and administrators. We also have a Spanish teacher providing content area support in Social Studies. In the event that our students can not be supported by human native language support, we institute the use of computer aided dictionaries and language programs as well as visual aids and native language literature. As often as possible, we make use of peer to peer instruction to ease shyness of expression. Transitional support for ELLs after proficiency is provided via bilingual and native teachers and paraprofessionals. Advisors meet daily in grade level common planning to identify and discuss the needs of individual students and seek support if need be. This is the second year of Frances Perkins Academy's ESL initiative: the data provided by this second advisory will allow us to analyze and retool our plan going forward. Frances Perkins Academy has no plans at this time to discontinue any programs or services for ELLs. We have created a Reading Empowerment Club after school to help reinforce our literacy policy which is open to all students. We also have a program, Achieve 2000, which is a differentiated instructional program for both reading and writing. After school activities are open to all students and native language support is provided when necessary by bilingual and native teachers and administrators. Visuals and hands on materials are used to support all students and differentiate instruction. All advisories have in class computers and access to cameras, video cameras and projectors. Instructional software is provided by APEX and covers all New York State curricula. ELLs have a classroom library of English and native language literature and graphic novels of varying reading levels. Content support materials include Longman Pearson texts for ELA, Reading, Math and Social Studies, as well as picture dictionaries for Science and Social Studies. Teacher generated materials allow for further individualization of instruction. Currently, Frances Perkins Academy has only Freestanding ESL. Native language support is provided via bi-lingual teacher/advisor, native speaker paraprofessional, peer to peer instruction, native language texts and literature as well as computer aided instruction in the native language. All required support and resources correspond to ELLs ages and grade levels. We also provide two years of support in the areas of reading and writing for students who test out of Bilingual services. Frances Perkins Academy also offers during the summer a "Summer Freshman Program" for new students. This program offers basic language skills to students identified as ELLs. Spanish is offered as an elective to ELLs.

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)?

N/A

D. Professional Development and Support for School Staff

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

ELL teacher is scheduled to attend diferent Professional Developments throughout the year. The ELL teacher turn key information to the rest of the community. Our Science teachers are scheduled to attend professional development on "Teaching Science to ELLs" and our Art teacher will be attending professional development from Central in reading, writing, and arts in the ESL classroom.

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?

Frances Perkins Academy has an active Parents Association. The members of the PA include bilingual parents. Parents are also involved in the School Leadership Team and often volunteer in school activities. FPA partner with different CBO's since the majority of our students are involved in internships. One of the CBO's that are working very close with FPA this year are YMCA and their immigrand initiatives. Parents are involved in this process and some of the CBO's provide workshops for our ELL parents. Parents' needs are evaluated through school surveys and during the PA meetings. All parental involvement activities, which include luncheons, multi cultural activities, etc... include ELL parents. Parents are part of the planning of this activities and all communication between school and the home are in both English and Spanish.

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			2
Intermediate(I)										2	4	2		8
Advanced (A)											4	1	2	7
Total	0	0	0	0	0	0	0	0	0	2	10	3	2	17

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

NYSESLAT Modality Analysis

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

New York State Regents Exam

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

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

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

The early literacy skills of our current ELL population is initially assessed with the results gathered from the administration of the LAB-R and the Spanish LAB. These assessments tools allow us to inform our staff of the particular linguistic interventions necessary to improve the pathways for academic success for each of our incoming ELL's. Our current ELL population consists of 17 ELLs with a wide gamut of English skills, half of whom are long-term ELLs who have developed an ability in the reading/writing component of the NYSESLAT.

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

Part VI: LAP Assurances

School Name: <u>Frances Perkins Academy</u>		School DBN: <u>14K632</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jocelyn Santana	Principal		11/1/11
Angel Luis Crespo	Assistant Principal		11/1/11
N/A	Parent Coordinator		1/1/01
Leonel Toromoreno	ESL Teacher		11/1/11
Joy-Anne Harvey	Parent		11/1/11
Harmonica Kao	Teacher/Subject Area		11/1/11
David Cerulli	Teacher/Subject Area		11/1/11
Karla Chiluiza	Coach		11/1/11
Danny Fernandez	Coach		11/1/11
DeAngelo Mitchell	Guidance Counselor		11/1/11
Gillian Smith	Network Leader		11/1/11
Mercedes Chevere	Other <u>Paraprofessional</u>		11/1/11
Wanda Dunlap	Other <u>Dean</u>		11/1/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **14K632** School Name: **Frances Perkins Academy**

Cluster: **4** Network: **403**

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.

The preferred home language data was reviewed on ATS; parents were surveyed during Open Houses, Parent/Teacher Conferences and telephone calls.

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.

With the exception of two parents who prefer to communicate and receive communication in Spanish, the rest prefer communication in English. The findings were shared with the school community at the SLT, during the Cabinet meeting and at the staff meeting in September, 2011. The AP responsible for parental involvement conducts periodic check ins with the parents of ELLs and all parents to ensure that they receive and understand all written and verbal messages (newsletter, School messengers, communications with teachers, and Pupil Path, our online communication system with parents, where they can access the school calendar, the child's grade book and record of incidents reported by teachers, and attendance.

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.

The montly parent newsletter and parent/teacher translation as needed will be provided by two Spanish fluent teachers.

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.

During the IEP review of SPED students, and during parent/teacher conferences with the non-English speaking parents.

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>.

Regulation A-663 is posted in the main office and mail to parents in September. Thr regulations in also reviewed peiridoacially at SLT and PA meetings.