



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PARKSIDE PREPARATORY ACADEMY @ MIDDLE SCHOOL 2

DBN): 17K002

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

SUPERINTENDENT: BUFFIE SIMMONS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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	
Claudette Young Burton	Member/Parent	
Denise Mathurin	Member/Parent	
Nancy Cameron	Member/Parent	
George James	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1 To increase academic proficiency in ELA

By June 2013, all students 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 data indicate a need for ELLs to show improvement in performance on the ELA State assessment. All ELLs data show 26.2% increase in level 3 and 4 performances for period 2012 – 2013. There was a 7.9% increase in Level 3 and 4 performance for all students tested, from 29.3% in 2011 to 37.2% in 2012.
- Even though English Language Learners have shown remarkable increase in proficiency, this subgroup still has not met the rigors of the ELA exam.

Instructional strategies/activities

- (a) School leaders will conduct frequent cycles of teacher observation and actionable 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 subgroups' performance periodically and share findings.
 - School leaders will provide literacy training for all teachers especially in the areas for the SWDs and ELLs.
 - Infuse CCLS in lessons in lessons, tasks and units of study.
 - Ensure high engagements of learning activities in classrooms
 - Increased students' access of different media in lessons
 - Ensure differentiated strategies to meet students at their entry levels.

Staff and other resources used to implement these strategies

- (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 against a CCLS aligned rubric, collaboratively designing students' CCLS aligned formative and summative performance assessments, creating units of study and assessments utilizing the DOK hierarchy and UDL strategies to ensure rigor and create multiple entry points for all learners.
- (d) Timeline will be September 2012 – June 2013

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, CCLS 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 systems, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Reports and others;
- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) X Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

As a Title I Schoolwide Program (SWP) school, we qualify for Conceptual Consolidation. We use the flexibility available to us under Conceptual Consolidation to integrate services and programs with the aim of upgrading the entire educational program to help all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, we maximize fiscal resources by combining Federal, State and local funds such as Tax Levy, Title I, and Title III, NYSTL and other available resources to implement activities and strategies to reach our goal.

- Tier I intervention services will be provided during the first 20 minutes of double periods in ELA and Math. Additionally, extended day programs will provide supplemental services in ELA and Math based on identified deficiencies from student assessments. Services will again be provided by regular school day teachers in Afterschool, Early Bird and Saturday programs. Students will also be offered additional assistance to prepare for the Specialized High School and Regents programs.
- 21st Century funding provide a variety of afterschool activities that support the school's holistic approach to education, including Culinary Arts, Visual Arts, Band, 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.
- Title I funds will be set aside for students in temporary housing for emergency supplies including uniforms, school supplies, books and glasses.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 To increase academic proficiency in Math

By June 2013, all students will demonstrate progress towards achieving state standards in Math 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 6.4% increase in level 3 and 4 performances for period 2012 – 2013.
- Parkside Preparatory Academy percentage of students at levels 3 and 4 as indicated on NYC Progress Report is 49.2%. This put us on par with its peer school performance index of 49.2%.
- Average student proficiency of 2.54 is below the 3.02 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.

- Teachers will work in teams to create rigorous CCLS aligned common units of studies, infusing deep mathematical thinking processes that would influence the desired shifts in mathematics instruction.
- School leaders and teachers will track and analyze the progress of all students in more detail, utilizing all available data; formal, informal and interim assessment.
- Teachers will work in teams to track and monitor students' progress, and conduct "Gap Analysis" and design goals to improve students' outcomes.
- 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 through the use of DOK analysis of questions, and tasks required of students. There will be continued vigilance through the observation process to ensure that these processes are implemented and becoming systematic in the classrooms.
- Teachers will continue to infuse CCLS standards in the mathematics curriculum with a view of increased conceptual understanding through incorporation of more content-based performance tasks in mathematics instruction to support the learning objective, aim and outcome of the instructional session.
- Teachers will be included in the decision making regarding the use of common uniform assessments across the grades; collaboratively analyzing students work product against a CCLS aligned rubric, collaboratively designing students' performance assessments, creating formative and summative CCLS aligned assessments.

Staff and other resources used to implement these strategies

- 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.
- School Leaders, Teachers, and Network Support will be responsible for implementing above strategies.
- Timeline will be September 2012 – June 2013

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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

Through careful planning and implementation of our instructional programs and with guidance and support from our Network Budget Director and Human Resource Director, we will utilize our fiscal and human resources to carry out our instructional strategies/activities to achieve our goal.

- Tier I intervention services will be provided during the first 20 minutes of double periods in ELA and Math. Additionally, extended day programs will provide supplemental services in ELA and Math based on identified deficiencies from student assessments. Services will again be provided by regular school day teachers in Afterschool, Early Bird and Saturday programs. Students will also be offered additional assistance to prepare for the Specialized High School and Regents programs.
- 21st Century funding provide a variety of afterschool activities that support the school's holistic approach to education, including Culinary Arts, Visual Arts, Band, 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.
- Title I funds will be set aside for students in temporary housing for emergency supplies including uniforms, school supplies, books and glasses.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 To improve teacher efficiency schoolwide

- By June 2013, 80% of all staff will show improvement in teacher efficiency as measured by observational data, learning walks, impact on student outcomes and work products.

Comprehensive needs assessment

- 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. 2012 QR indicated a lack of consistency across classrooms in terms of depth and rigor in instruction.

Instructional strategies/activities

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

o Professional Development on:

- proficiency in the implementation of providing multiple entry points – UDL/differentiation of instruction
- Increasing rigor in classroom tasks, unit of study, lessons and discourse
- increased incorporation of CCLS in lesson planning
- 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.
- Use of CCLS aligned-rubrics in all major curriculum areas
- Review Best Practices
- Review of a Research Based rubric to Enhance Professional Practice, especially Planning Coherent instruction, Questioning and Discussion Techniques, and Using Assessment in instruction.

School leaders will:

Conduct frequent cycles of observation and provide actionable feedback
Increase teacher effectiveness to ensure adaptation of competencies covered in workshops
Ensure incorporation of best practices recommended in observation report
Data from frequent observation cycles showing improved delivery of instruction
Data from frequent observation cycles showing increased rigor in instruction

One to One Meetings:

Review lesson plans and provide actionable feedback
Provide effective feedback to staff, students, parents
Discuss more comprehensive approach to lesson delivery – less lecture and more student centered inquiry with activities which promote higher order, critical thinking skills and deep student engagement.

A variety of student data to show the impact of improved 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. 2012 to June 2013

Strategies to increase parental involvement

- Provide materials and training to help parents with their children to improve their achievement, e.g., literacy, math the Common Core Standards and the use of technology,
- Provide assistance to parents in understanding City, State and Federal standards and assessments,
- Provide a Parent Resource Center
- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

Our school continuously monitors programs, actions and strategies described in the above section to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidation so that the needs of our eligible students are met.

- Tax Levy and 21st Century funding provide for afterschool, Early Bird 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.
- Title I funds will be set aside for students in temporary housing for emergency supplies including uniforms, school supplies, books and glasses.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 To continue to integrate and implement the National Common Core standards in ELA, Math, Social Studies, Science and Technical areas

- By June 2013, 100% of students will be immersed in common core aligned units of study in all subject areas as evidenced by the implementation of performance tasks, classroom observations, assessments and students' work products.

Comprehensive needs assessment

- Parkside Preparatory Academy has failed to make AYP in Math and ELA in school year 2012 due to the following subgroups: SWDs and LEPs
- The Common Core Learning Standards will assist in promoting more rigorous standards of instruction and assessment.

Instructional strategies/activities

a) Strategies to Achieve this goal.

Transitioning

- Organize a CCLS implementation team.
- Create timelines 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.
- Creating exemplars for grade-level expectations and progression

Professional Development

- Discipline specific literacy
- Creating exemplars for grade-level expectations and progressions
- Increase levels of rigor and thinking skills
- Use of UDL strategies/Differentiation
- Using assessment in instruction
- Creating CCLS aligned performance assessments.
- Designing CCLS aligned curricula units with formative and summative assessments
- Provide effective actionable timely feedback using research-based framework
- Monitor for accountability and progress
- Creating questions that increase students' thinking

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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) X Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
_____ Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Tax Levy, Title I and ARRA funds will be coordinated to provide professional development opportunities for staff
- Teacher teams will continue to create performance tasks based on the Common Core Standards
- Common Planning time will be allocated for the creation of units, bundles and performance tasks reflecting the expectations of the NYCDOE and the NYS Common Core Standards.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Programs are research and standards based, web and text based, interactive and adaptive. Programs include guided and independent practice and progress monitoring. Examples: Achieve 3000/Teen Biz, READ 180, CTB McGraw-Hill/Acuity, Focus, NYS English Lang. Arts Coach	Small group, one-to-one, tutoring, and independent computer based practice	During the school day, before and after school, Saturday Academy
Mathematics	Examples: CTB McGraw-Hill/Acuity, Destination Learning, IXL.com, Khan's Academy and other similar web based tutorial sites, NYS Mathematics Coach	Small group, one-to-one, tutoring, and independent computer based practice	During the school day, before and after school, Saturday Academy
Science	Examples: Kaplan, NYS Science Coach, Big 8 Science, Measuring up, Reviewing Intermediate Level Science, Baron NYS Grade 8 Intermediate Level Science Test prep	Small group, one-to-one, tutoring	During the school day, before and after school, lunch and learn
Social Studies	Units based on Social Studies standards; 2 Performance	Tier I intervention applying reading and writing strategies	After-school tutoring support is provided 2 days a week to eight

	Tasks based on Common Core Standards with focus on close reading of text and writing of explanatory and argumentative essays; Holt McDougal – Eastern Hemisphere – Grade 6 US History – Grades 7 and 8.	used in ELA classroom to Social Studies in small group, one-to-one and tutoring.	graders.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, evaluation, mediation, consultation	Small group and one-to-one	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- 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) Utilize the teacher recruitment manager of NYC DOE to assist in selecting recruits in selecting high quality teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

PARKSIDE PREPARATORY ACADEMY HAS ADOPTED THE FOLLOWING PARENT INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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 4-6 weeks parents will receive a progress report on students' status.
 - Monthly newsletters, autodial, calendars
4. Parkside Preparatory Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
- Two Title I meetings will be implemented for parents of "at-risk" students to inform about the goals and purposes of Title I, any Title I programs at the school, the curriculum used with the programs, the academic assessments used to measure student progress and the proficiency levels students are expected to meet.
 - Develop workshops for parents to sharpen their skills in literacy, math and technology.
 - Ongoing open and timely communication via notices, monthly calendar and newsletter, auto-dial, home visits, phones calls, etc.
5. Parkside Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Leadership Team and parent groups will:

- Analyze state and city performance data to assess academic progress for all student groups.
 - Evaluate parental involvement policy and trends and revise strategies where needed utilizing a survey, observation of parent attendance, patterns to meeting and parent committees participation.
 - Compile all feedback for analysis and revision with administration and parents.
6. Parkside Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and community to improve student academic achievement, through the following activities specifically described below:
- A. A parent-school compact was developed and will be distributed at the beginning of each school year.
- B. Parkside Preparatory Academy 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, interim assessments, progress reports, classwork, formal and informal assessments, projects, labwork etc. (formative and summative assessments).

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 21, 2010.

This policy was adopted by Parkside Preparatory Academy on October 21, 2010 and will be in effect for the period of 10/10 - 6/13. The school will distribute this policy to all parents of participating Title I, Part A children by October of each year.

Adrienne Spencer

Principal

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.

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 2010-2013.

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 progress reports will be distributed to parents on student progress every 4-6 weeks. 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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	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 :

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 .
3. Small group instruction icluding conferencing is designed as a result of formal and informal assessments to address the students IEP goals
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.

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:

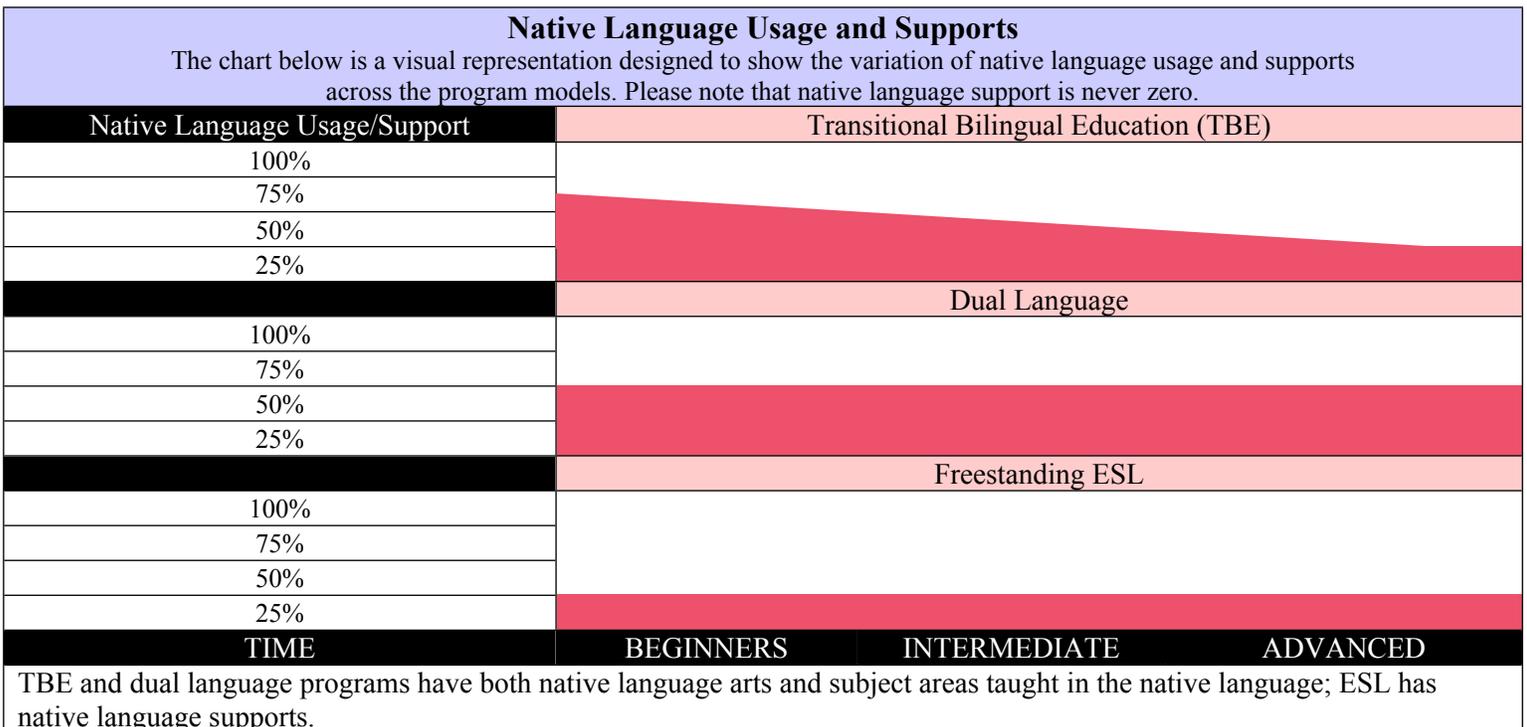
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

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

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



B. Programming and Scheduling Information--Continued

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
Advanced	Read180 Teenbiz3000	FASTT Math Destination Math	SES Programs Early Bird Programs After school Programs SES Programs Vacation School Saturday Programs AIS programs

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 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 ; Instructional Software , Small-Group Direct Instruction , Modeled and Independent Reading , followed by the Whole-Group Wrap-Up .

Targeted intervention for social studies and science is implemented in the classroom (Tier I support through content area experts in conjunction with the ESL Teacher. and native language support. The social studies and science intervention focus on reading, writing and comprehension skills.

Description of Intervention Programs (cont")

READ 180- builds experiential background and reading fluency for students

Destination Math- at PPA, we offer Courses I,II, IV, and V. Courses IV and V help students develop the mastery of skills such as fractions, decimals, percentage, numbers and operations. courses I and II address the material available in both Spanish and English. Study of algebra concepts such as solving linear equations, graphing linear inequalities and absolute values. Courses IV and V

QTEL- Quality Teaching for English Learners. QTEL uses scaffolding and modeling strategies for teaching ELLs how to build schema, and bridge conceptual knowledge.

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

NYSESLAT Proficiency Chart 2010-2011

Grade	#of Students
6	7
7	5
8	5

During the 2010 - 2011 , seventeen ELLs attained proficiency levels in the NYSESLAT. Five of these ELLs graduated from the 8th Grade to high school. Seven of these ELLs are now in the 7th grade in general Ed. classes. Five of these ELLs are now in the 8th Grade. These former ELLs are invited to participate in after school and all ELL enrichment activities. They are allowed extended time during examinations. They are also provided with translation dictionaries and glossaries. PPA ensures that former ELLs receive continued support by monitoring their progress every six weeks to eight weeks. and we provide academic support through early morning, after-school, and Saturday academy for ELLs.

10. . New Programs for ELLs 2011 - 20112

- a. Guidance Intervention
- b. Celebrations of cultural diversity
- c. College Visits

11. N/A

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

13. ESL Instructional Materials

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

- * Longman Shining Star
- * Holt Mcdougal- Eastern Hemisphere
- * Longman Keys to Learning
- * McGraw On Location

- * Longman Content Area Series : Science and Social Studies
- * Longman Literature Library
- * Oxford Picture Dictionaries and workbooks
- * Leveled Libraries with books of different genres
- * Dictionaries of American English
- * Audio tapes
- * Video Tapes
- * RIGOR

b. Instructional Technology

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

c. Language Materials

- * Bilingual Dictionaries
- * Multicultural Libraries in Haitian Creole and Spanish
- * Rosetta Stone - Language Learning Success

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

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

15. All services support, and resources correspond to the needs of all ELL's . These resources are appropriate for their grade levels. and age. Instructional materials are modified for SIFE.

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

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

- * Open House for new Students
- * District /Middle School Fairs for new entrants
- * Band performances by the school band

17. Language Electives offered to ELLs:

Spanish

C. Schools with Dual Language Programs

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

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. Documentantation 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.

1esponse 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.

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
LISTENING /SPEAKING	B							2	2	1				
	I							2	6	1				

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- 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

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

Scholastic Reading Inventory (SRI)

Scholastic Phonics Inventory (SPI)

TeenBiz 3000

Fountas and Pinnell

Periodic Assessments

RIGOR Assessments

Insights Provided by the Data

The SRI data shows that most students had a lexile level below 400. These students will be placed in the SYSTEM 44 program. Students who have tested above this level will receive READ 180 and Teenbiz as their intervention programs. To assess the reading levels and language dominance of Spanish newcomers, the Academic Language and Literacy Diagnostic test is used. Fountas and Pinnell is used to level classroom libraries.

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

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

3. Data Patterns across NYSESLAT Modalities

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

3. Instructional Decisions for Patterns across NYSESLAT Modalities

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

4a 1. The patterns that we notice across grade and proficiency levels is that 85% of students show a year to year increase in their proficiency levels. However, when they attain the advanced level, students seem to remain at the advanced level for quite some time before they are able to test out.

4a 2, Our ELLs students at PPa take their exams in English. There is no available data to compare.

4.b. School Leadership Team

Analyzes the overall performance of all ELLs on the periodic assessments to track progress toward goals. We analyze for trends, patterns, strengths and weaknesses and most critical areas for improvement. We use data to create action plans to address the critical needs. These plans are monitored for progress and rewritten, where necessary.

4b. Staff

Analyze the data for the students in their charge and note the same pattern, trends, strengths, weaknesses and create action plans of assistance. The Collaborative Inquiry Group also analyzes students' work.

4c. 1. Results ELL periodic Assessment

The Fall 2011 periodic assessment for ELLs shows that of the 50 students took this assessment, 3 students scored a level 4, thirteen students scored a level 3, fourteen students scored a level 2, and 16 scored a level on 1. 3 students were absent. The data shows from the

periodic assessment that students continue to struggle with reading comprehension skills, vocabulary development, and concepts of literary devices.

The NYSESLAT data reveals that in the sixth grade six students are at the Beginning level of proficiency, 3 are at the Intermediate level of proficiency, and eleven are at the advanced level. In the seventh grade, eleven are at the Beginning level of proficiency, five are at the Intermediate level and eight are at the Advanced level of proficiency. In the eighth grade four students are at the Beginning level of proficiency, six are Intermediate, and one is at the Advanced level of proficiency. Across the modalities eleven students are proficient in the Listening and Speaking modalities, twenty students are at the Advanced level, nine are at the Intermediate level and four are at the Beginning level of proficiency. In Reading and Writing three students are proficient, seventeen are Advanced, thirteen are Intermediate, and twelve are at the Beginning level. The LAB-R data reveals that our six newcomers could not answer questions in English in any of the modalities and are at the Beginning level of proficiency.

5a. NA

5b. NA

5c. NA

6. We utilize the NYS ELA exam, NYSESLAT, TeenBiz3000 pre and post assessments, SYSTEM 44 SPI, READ 180 SRI. All of these data provide information as to how much growth

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: 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)
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
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 interpretors 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.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: MS2	DBN: 17K002
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
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 NYCESLAT 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 LEPs are performing below grade level in mathematics . The purpose of the Title III LEP supplemental program is to provide instructional interventionsin ELA and Mathematics for all LEP students via an after school program . This Title III LEP supplemental program is designed to 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 52 LEP students in Grades 6 through 8 enrolled in the ESL program. Of this population, thirty three are SIFE. Five 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-six of our students in Grades 6 through 8 are at the Beginning level , twelve are Intermediate, and fourteen are at the Advanced level of proficiency on the NYSESLATand LAB-R . During the 2012-2013 school year ,all 52 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 Monday November 11 , 2012. This program will end on May 18 , 2013 . 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 3:15PM to 5:15 PM each day on the following dates :

November 5,7,14,21,26,28

December 3,5,10,12,17,19

January 2,7,9,14,16,23,28

February 4,6,11,13,25

Part B: Direct Instruction Supplemental Program Information

March 4,6,11,13,18,20

April 3,8,10,15,17,22,24,29

May 1,6,8,13,15,20,22,29

Language of Instruction:

At MS2 all 52 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 2012-2013 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 :

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 accumulated 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 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 ; Instructional Software , Small-Group Direct Instruction , Modeled and Independent Reading , followed by the Whole-Group Wrap-Up .

Part C: Professional Development

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
- 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 .

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. 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

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 2012-2013 :

Curriculum night

- ELLs Parent orientation Meeting
- Title III LEP meeting – November 8 , 2012 , to provide parents with information about the Title

Part D: Parental Engagement Activities

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
- 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 reporting 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: \$11200

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 		Teachers' salary to be expended for the proposed 2012-2013 Title III LEL After-School Program Per session After School
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$250.00X5= \$1,000.00	Five teachers will participate in QTEL Scaffolding training offered by OELL
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. 		General writing materials will be bought .

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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