



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THE PARKWAY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 17K167

PRINCIPAL: MARC-HERALDE MARDY

EMAIL: MMARDY@SCHOOLS.NYC.GOV

SUPERINTENDENT: **BUFFIE SIMMONS**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marc H. Mardy	*Principal or Designee	
Rose Reid	*UFT Chapter Leader or Designee	
Tammara Johnson	*PA/PTA President or Designated Co-President	
Arnetta Greenidge	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Claire Robertson	Member/UFT Delegate	
Sandra Maxwell	Member/SLT Chairperson	
Marva Harrison	Member/Teacher	
Kimberly Laurencin	Member/Parent	
SherryAnn George	Member/Parent	
Althea Judge	Member/Parent	
Vanessa Alphonse	Member/Parent	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

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

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

(2012 State Quality Review) Implement a plan of action that improves the progress and performance of all learners.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 90% of teachers will participate in Professional Learning Communities that will focus on assessment and student work to craft and revise curriculum maps, unit plans and daily lesson plans to target the needs of all students in all subgroups.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Professional Learning Communities will guide leadership efforts in creating a collaborative community of learners. This will enable school leaders to leverage both human and financial resources that serve students. These strategies and activities include:

- **Monthly Principal and Assistant Principal Study Groups**
- **Identification and development of Teacher Leaders**
- **Planning with Administrative Team and Teachers in student goal setting using data, teacher effectiveness, and school curricula**
- **Strategic Utilization of school budget to maximize instructional delivery and resources, opportunities for professional development, extended learning for students, and a program that includes core areas as well as arts, physical education, and a range of instructional activities for diverse learners**
- **Bi-monthly School Leadership Team Meetings**
- **Newsletters, calendars, distribution and displays of monthly school assessment results**
- **Target Populations: All Faculty Members, Parkway School Stakeholders**

- **Responsible Staff members: Principal, Assistant Principals as well as support from CFN LDF**

Budget and resource 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.

The Title 1 Focus/Priority SWP Allocation will be used in the amount of \$5,500 to support Professional Development Activities, specifically for Curriculum and Staff Development. Additionally, \$9,533 will be used to fund F-Status personnel who will provide training and support to teachers in developing curriculum maps, writing Common Core based lesson plans, using rubrics to look at student work and analyzing data to differentiate instruction to meet the individual learning needs of the students. An allocation of \$1,000 will be used for supplies and materials for professional development.

- Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: : **Title 1 Focus/Priority SWP School Allocation**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional programs at the school by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Additionally, we will allocate funds to cover classroom instruction, professional development, supplies, instructional materials and the cost of software.

- **The Attendance Teacher and SAPIS worker is used support the school's goal of improving attendance rates of students scoring on Level 1 and Level 2**
- **The school participates in Cook Shop which promotes healthy eating. The program trains both students and parents in making healthy meal choices .**
- **The Parent Coordinator works closely with HPD and families in temporary housing to help the families secure the necessary services for their child to be successful**

After school Programs will allow students to get small group after-school instruction in reading and math two days per week from December 2012 to April 2013.

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

2011-2012 DQR – Page 7

Support Teacher efforts in the analysis of student learning data to identify strengths and needs of student subgroups in order to adjust instructional decisions and increase student achievement. (2.2 D)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the achievement of African American Economically Disadvantaged students in meeting the CCLS standard R. 1, citing evidence from non-fiction texts, will increase by 15%, as measured by Acuity.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

These strategies include:

#1

- **Utilize data from Acuity, interim assessments and unit assessments to successfully target students who are performing lower than the 50th percentile on Level 2 or performing on Level 1 and provide these students with small group instruction during guided reading (40 minutes three times per week), remedial support on**
- **Ticket-to-Read (20 minutes three times per week) and instructional support on Acuity ELA (20 minutes three times per week). Target Populations: Level 1 & Level 2 students scoring below the 50th percentile on Level 2**
- **Use common planning time to review portfolios, teacher created assessments and rubric based work**
- **Responsible Staff members: Classroom Teachers in Grades 2 – 5, Staff Developer, ESL Teacher, SETSS Teacher, Inquiry Team Members, Assistant Principal**
- **Implementation Timeline: September 2012 – May 2013**

#2

- **Improve teacher instructional practices in English Language Arts by providing intensive training in teaching reading comprehension, differentiating instruction, using item analysis data and teaching writing.**
- **Target Population: Classroom Teachers, Staff Developer, AIS Teacher, ESL Teacher, SETSS Teacher**
- **Responsible Staff Members: Principal, Assistant Principal, UFT TC Personnel as well as support from CFN Literacy Coach, CFN Achievement Coach**
- **Implementation Timeline: September 2012 to April 2013**
- **Use the Common Core State Standards to create rigorous and engaging instructional plans and curriculum maps in English Language Arts and Writing. These plans will help foster analysis information and critical thinking in students.**
- **Target Population: All students in grades K - 5**
- **Responsible Staff members: Classroom Teachers, Inquiry Team Members, Assistant Principal with support from CFN Literacy Coach, CFN Achievement Coach**
- **Implementation Timeline: September 2012 to June 2013**

#3

- **Support at risk students by providing Extended Day Programs and using the Response to Intervention Plan to provide students with targeted instructional support. Students identified as at risk will receive AIS Services in mathematics and ELA as well as at risk ERSSA services.**
- **Target Population: Level 1 Students, ELL Students, Students with Disabilities in General Education setting**
- **Responsible Staff Members: Principal, Assistant Principal, School Psychologist, SETSS Teacher, Guidance Counselor, Social Worker, ESL Teacher**
- **Implementation Timeline: September 2012 to May 2013**

Budget and resource alignment

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

The Title 1 Focus/Priority SWP Allocation will be used in the amount of \$34,850 will be used for teacher per session to fund Extended Day Academic Programs with emphasis on Language Arts, Writing, Phonics and Problem Solving. The program, which meets twice a week for a total of 4 hours, services 210 students from Kindergarten to fifth grade. Since the program is open to Students with Disabilities and English Language Learners, \$7,152 will be used fund classroom para-professionals, 1:1 para-professionals and health para-professionals for the program. The Extended Day Academic Program will run from December 2012 to April 2013 and will be supervised by the Assistant Principals at a cost of \$6,092. To support instruction in the Extended Day Program, \$10,780 will be used to purchase supplemental textbooks such as Continental Press Mathematics, Targeted Assistance Reading and Math Kits (including the student text) and NY ELA and Math Rehearsal from Rally Education. An additional \$4,000 will be used to purchase instructional supplies for the Extended Day program.

There is a special Extended Day Program on Thursdays that is open to students in grades 3 – 5. \$10,000 will be used to fund Educational Consultants (Expanded Learning Time), “Learning through the Arts”. An afterschool program that will expose students to history, the Caribbean culture and the arts through projects and performances.

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

Tax Levy Title IA Title IIA Title III Set Aside Grants

Other-describe here: Title 1
Focus/Priority SWP School Allocation

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional programs at the school by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Additionally, we will allocate funds to cover classroom instruction, professional development, supplies, instructional materials and the cost of software.

- **The Attendance Teacher and SAPIS worker support the school’s goal of improving attendance rates of students scoring on Level 1 and Level 2**
- **The school participates in Cook Shop which promotes healthy eating. The program trains both students and parents in making healthy meal choices.**
- **The Parent Coordinator works closely with HPD and families in temporary housing to help the families secure the necessary services for their child to be successful**
- **After school Programs will allow students to get small group after-school instruction in reading and math two days per week from December 2012 to April 2013**

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Broaden the curriculum to ensure greater coherence and alignment with the Common Core Standards so that all students are engaged in higher levels of rigorous instruction. (2011 SQR -Page 4)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, 80% of teachers who have been identified as ineffective in competency 1e will move to developing as measured by the Danielson rubric, a research based framework for learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation

The researched based instructional activities that will be used to support the goal have been selected based on the premise that teachers must provide for the needs of all learners and prepare students for college and career readiness which is a focus of the Common Core Learning Standards. As a participating school in The Teacher Effectiveness Program, the Danielson Framework is used to promote rigorous instructional practices. The Danielson Framework is a researched based rubric that is used as a tool to improve teaching and learning. As part of the program, there are regular frequent observations of teacher practices aligned to the competencies in the Danielson Framework for Teaching. Additionally, there are ongoing conversations between school leaders and teachers about each teacher’s ongoing development and its impact on student learning.

#1

- **To use the Common Core Learning Standards as guidance for developing Performance Tasks, rigorous lesson plans and curriculum maps**
- **Target Populations: Classroom Teachers, Content Area Teachers, ESL Teacher, SETSS Teacher**
- **Responsible Staff Members: UFT TC Personnel, Principal, Assistant Principal as well as support from CFN Literacy &**

Math Coaches, CFN LDF, CFN Achievement Coach

#2

- **Implementation Timeline September 2012 – June 2013**
- **To develop grade level Professional Learning Communities (Professional Learning Communities by Patrick Baccaellieri)**
- **Target Populations: Classroom Teachers, Content Area Teachers, ESL Teacher, SETSS Teacher**
- **Responsible Staff Members: UFT TC Personnel, Principal, Assistant Principal as well as support from CFN Literacy & Math Coaches, CFN LDF, CFN Achievement Coach**
- **Implementation Timeline: September 2012 to June 2013**

#3

- **To develop colleague to colleague learning through inter-visitations.**
- **Target Populations: Classroom Teachers, Content Area Teachers, ESL Teacher, SETSS Teacher**
- **Responsible Staff Members: UFT TC Personnel, Principal, Assistant Principal as well as support from CFN Literacy & Math Coaches, CFN LDF, CFN Achievement Coach**
- **Implementation Timeline: September 2012 to June 2013**

Budget and resource alignment

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

To support teacher pedagogy, \$2,985 of the Title 1 Focus/Priority SWP Allocation will be used for F-Status Staff Development surrounding the Danielson Framework for Teaching. Teachers will receive direct coaching services which include support in crafting effective lesson plans, crafting goals for Units of Study and effective planning for Students with Disabilities and English Language Learners. An additional \$1,500 will be used to purchase materials and supplies for the Units of Study, implementation of the CCLS lessons and materials that support the diverse needs of the students.

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Title 1 Focus/Priority SWP School Allocation

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Our goal is to maximize the instructional programs at the school by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our network budget specialist. Additionally, we will allocate funds to cover classroom instruction, professional development, supplies, instructional materials and the cost of software.

- **The Attendance Teacher and SAPIS worker are used to support the school's goal of improving attendance rates of**

students scoring on Level 1 and Level 2

- **The school participates in Cook Shop which promotes healthy eating. The program trains both students and parents in making healthy meal choices.**
- **The Parent Coordinator works closely with HPD and families in temporary housing to help the families secure the necessary services for their child to be successful**
- **After school Programs will allow students to get small group after-school instruction in reading and math two days per week from December 2012 to April 2013**

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

All teachers should set differentiated student goals or provide enrichment opportunities to help students in achieving their goals. (2011 SQR – Page 5)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships 5.4 Safety

5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a 5% decrease in the number of student behavioral incidents occurring in the cafeteria, as measured by OORS.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.

Our approach to culture building and social-emotional support is informed by a theory of action. PBIS, Positive Behavioral Interventions and Supports is a research based model that will support our work strategies and emotional supports for support for students.

#1

- **To provide professional development to teachers on using data when conferring so that they will use weekly student to teacher conferences in Language Arts and Mathematics to support individual student academic planning, goal setting and progress monitoring**
- **Target Populations: Classroom Teachers, Content Area teachers, ESL Teacher, SETSS Teacher**
- **Responsible Staff members: UFT TC Personnel, Principal, Assistant Principals as well as support from the CFN Literacy & Math Coaches, CFN LDF, CFN Achievement Coach**
- **Implementation Timeline: September 2012 to June 2013**

#2

- **The Attendance Committee will meet bi-monthly to analyze trends in attendance and lateness to improve the attendance rate from 91.5% to 93%**
- **Target Populations: Students in Temporary Housing, Students with attendance rates below 90%, Students who are excessively late, Promotion in Doubt Students**

- **Responsible Staff Members: Attendance Teacher, Parent Coordinator, SAPIS Worker, Bi-lingual Staff Members, Guidance Counselor, Principal, Assistant Principals as well as support from the CFN LDF and Achievement Coach**

Budget and resource alignment

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

To support the safety and the use of data to support student needs, \$1,000 will be used to purchase instructional materials to train students on positive behavioral strategies, create rubric based expectations, conduct parent workshops on PBIS and provide professional development to teachers and school aides on using rubrics and incentives to support students.

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: **Title 1**
 Focus/Priority SWP School Allocation

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **The Attendance Teacher and SAPIS worker are used to support the school's goal of improving attendance rates of students scoring on Level 1 and Level 2**
 - **The school participates in Cook Shop which promotes healthy eating. The program trains both students and parents in making healthy meal choices.**
 - **The Parent Coordinator works closely with HPD and families in temporary housing to help the families secure the necessary services for their child to be successful**
 - **After school Programs will allow students to get small group after-school instruction in reading and math two days per week from December 2012 to April 2013**

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children. (January 2012 State Quality Review)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 3013, there will be a 5 % increase in parent participation at regularly scheduled parent workshops, focused on specific grade level learning standards, from that of June 2012 as measured by an increase in attendance.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

We support the belief that when the school community strategically aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include:

- **Monthly Parent events (workshops, breakfasts, evening events)**
- **Monthly Student of the Month Breakfasts**
- **Parent Orientation in the Fall and Spring (evening and daytime)**
- **Monthly Parent Newsletter and Monthly Parent Calendar**
- **Utilization of data to identify subgroups and analyze needs of individual students**
- **Target Populations: All Parents and Guardians**
- **Responsible Staff Members: Parent Coordinator, SAPIS Worker, Guidance Counselor, Principal, Assistant Principals as well as support from CFN LDF, SLT and Parent Association**
- **Implementation Timeline: September 2012 to June 2013**

Budget and resource alignment

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

1% of the school's Title I, Part A allocation(\$4,275) and 1% of Title I Focus/Priority SWP School allocation for Parent Engagement programs (\$4,179) will be used to purchase learning materials for parents,(Parenting Guides and Brochures), refreshments for parent events and materials for conducting parent workshops.

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

Tax Levy Title IA Title IIA Title III Set Aside Grants

Other-describe here: **Title 1 Focus/Priority SWP School Allocation**

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - **The Attendance Teacher and SAPIS worker are used to support the school's goal of improving attendance rates of students scoring on Level 1 and Level 2**
 - **The school participates in Cook Shop which promotes healthy eating. The program trains both students and parents in making healthy meal choices.**
 - **The Parent Coordinator works closely with HPD and families in temporary housing to help the families secure the necessary services for their child to be successful**
 - **After school Programs will allow students to get small group after-school instruction in reading and math two days per week from December 2012 to April 2013**

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	During the school day students receive 45 minutes of small group pull-out/push-in instruction in Balanced Literacy. The sessions focus on building fluency and comprehension skills.	Small Group	During the Day/Extended Day
	Extended School Day classes which take place after the regular school day offer students tutoring in building vocabulary skills as well as skill and strategy instruction.	Small Group Tutoring	Extended Day
	Students with IEPs also receive 50 minutes of Extended Day Instruction in a group of six or less twice weekly.	Small Group Tutoring	Extended Day
	Ticket to Read, Access Code and Acuity Reading	Computer Based	During the Day/Extended Day

	are used to provide students with targeted differentiated instruction in literacy		
Mathematics	<p>During the school day students received 45 minutes of small group pull-out/push-in instruction in math using Envisions in grade 3 – 5 and Go Math in grades K - 2. The sessions focus on mastery of the basic facts, problem solving, geometry and pre-algebra skills.</p> <p>Extended School Day classes which take place after the regular school day offer students tutoring in skill and strategy instruction in mathematics as well as test sophistication strategies.</p> <p>Students with IEPs also receive 50 minutes of Extended Day Instruction in a group of six or less twice weekly.</p> <p>ST Math and Acuity Math are used to provide students with targeted differentiated instruction in mathematics.</p>	<p>Small Group</p> <p>Small Group Tutoring</p> <p>Small Group Tutoring</p> <p>Computer Based</p>	<p>During the Day/Extended Day</p> <p>Extended Day</p> <p>Extended Day</p> <p>During the Day/Extended Day</p>

	<p>Extended Day Tutoring in Social Studies is offered to students twice-weekly for 50 minutes each session. Students are provided with skill and strategy instruction on reading and answering Document Based Questions.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>School counselors will provide guidance and crisis counseling services during the school day.</p> <p>Students are assisted in learning how to deal with various personal issues including school, friends, family, current events, etc. before, during and after the school day.</p> <p>Bereavement counseling for students in need is offered during the school day.</p>	<p>Small Group</p> <p>Small Group/One to One</p> <p>One to One</p>	<p>During the Day</p> <p>During the Day</p> <p>During the Day</p>

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.

- 1. Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified teachers.**
- 2. The payroll secretary will work closely with the network Human Resource point person to ensure that non-HQT meet all required documentation and assessment deadlines.**
- 3. Mentors are assigned to support struggling and un-qualified teachers**

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

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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 Charles Amundsen/Jean McKeon	District 17	Borough Brooklyn	School Number 167
School Name The Parkway School - PS 167			

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

Principal Marc H. Mardy	Assistant Principal Marcia Bolden
Coach Elaine Perkins	Coach
ESL Teacher Rose Julien	Guidance Counselor Vicente Morgan
Teacher/Subject Area Leonie Bernard/SETSS Teacher	Parent Tammara Johnson, PA President
Teacher/Subject Area Michael McGowan/Speech Teacher	Parent Coordinator Paulette Holland
Related Service Provider Malka Levitin/OT	Other Tonetta Rumph/Psychologist
Network Leader Jean McKeon	Other Claire Robertson/AIS Teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions		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	463	Total Number of ELLs	28	ELLs as share of total student population (%)	6.05%
------------------------------------	------------	----------------------	-----------	---	--------------

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. 

When a parent registers their child in the New York City School District for the first time, Assistant Principal Marcia Bolden or the ESL teacher Rose Julien, who speaks French, administers a Home Language Identification Survey (HLIS) to the parents in order to determine what language the child speaks at home. An informal interview is also conducted with the parent and child to find out more about that child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R is administered within the first ten days of enrollment in the school. We have other bilingual faculty members who assist administering the HLIS, they are Ms. Calixte, bilingual Haitian-Creole; Ms. Husain, bilingual; Ms. Colon, bilingual Spanish. We have an itinerant staff member, Ms. Muhammed, bilingual Arabic.

All parents of students identified as ELLs are contacted by the ESL Teacher and students are tested within 10 days. In most cases, the initial interview and identification is immediate and then subsequently confirmed by the LAB-R. The following reports are run on ATS to ensure that students are properly identified: RBCS, RBEX, RBPS and RELC. Students who speak Spanish and scored below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in. Once all exams are administered to student, the ESL teacher Ms. Julien mails an entitlement or non-entitlement letter for the ESL program to the parents within the ten days. The Pupil Accounting Secretary ensures that all HLIS forms are collected, properly filed and stored in the records room for seven years. Entitlement letters are distributed by the ESL teacher, collected and stored in the records room by the Pupil Accounting Secretary.

The ESL teacher gives parents a date to attend a parent's orientation with the ESL teacher, parent coordinator, and possibly with other parents. The orientation takes place within the week of the parents being notified of the child's availability into the ESL program. Parents will have the opportunity to view a video, given brochure information in their native language and discuss what program is available in the school. The orientation video is conducted in the parents' native tongue. The video offers parents three programs options (Transitional Bilingual Education, Dual Language, and Freestanding ESL). The video, brochures, and discussion are used to help parents make a more informed decision. During the orientation parents watch and discuss the different programs that are available to them and their family. The ESL teacher Ms. Julien describes the program that is available at the school. If the program that the parents decide is not available at the school, the school directs parents to the district office of student enrollment to help the parents to find another district school that offers the program. The ESL teacher also informs the parents that our school could place them on a waiting list until they have 15 or more students with the same language and grade in order to qualify for funds to open up a bilingual class. Parent brochures in the parents' native language(s) are also given at the orientation so that the parents could review the different choices that are available to them. Parent Surveys and Program Selection forms are given out at the orientations so that parents can decide on what option is best for them and their family based on their understanding of the different programs that are available to them. Parents are informed that the form needs to be returned within two to five days. They are informed that if they do not return the form their child will automatically be placed in a Transitional Bilingual Education Program. If the school does not offer a Transitional Bilingual Education program, the student would be placed in a school that offers Transitional Bilingual Education. The ESL teacher will follow up with parents with a phone call in the Parents' native language and to ensure that Transitional Bilingual Education is what

they want. A follow up letter would be mailed out to the parents to remind them to return the Parent Survey and Choice Option.

The ESL program offered at our school is aligned with parents' requests. The core ESL program incorporates vocabulary development, reading and technology oriented programs such as Brain Pop for ESL and Ticket to Read. We provide regular ongoing information to our ELL parents through different avenues such as Monthly parent meetings, newsletters, assemblies, Parent-Teacher Conferences, progress reports and or individual meetings. We have an open door policy for our ELL parents to come and visit our classrooms to see what's taking place and to get a better understanding of their options.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained	4	4	3	3	6	8								28
Push-In														0
Total	4	4	3	3	6	8	0	0	0	0	0	0	0	28

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	19
SIFE	5	ELLs receiving service 4-6 years	9
		Special Education	3
		Long-Term (completed 6 years)	3

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	19	5		9		2				28
Total	19	5	0	9	0	2	0	0	0	28

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
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
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	2	3	2	3	3	2								15
Chinese						1								1
Russian														0
Bengali														0
Urdu														0
Arabic	1		1			2								4
Haitian		1			2	3								6
French					1									1
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other														0
TOTAL	4	4	3	3	6	8	0	0	0	0	0	0	0	28

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?

Instruction is delivered in a collaborative fashion where the ESL teacher works together with the general education, and other subject area teachers to plan instruction in a differentiating matter to meet the needs of all the English Language Learners in the school. The ESL teacher work together with other teachers to differentiate instruction so that ELL students are able to understand the lesson being taught. The organizational models for instruction is push in / pull out method. The ESL teacher pushes in to work with the classroom teacher. Instruction in these classes are differentiated and students are group based on their levels, their understanding of the English language, and the skill that is being taught that period. The ESL teacher works closely with the ESL students to make sure that they understanding what is being taught in the classroom. Students are pulled out to provide a more in depth focus on particular skills that students are having trouble with. During pull out sessions, students work on reading, writing, and communicating in English. Focus is placed on preparing to become good readers and writers.

Faculty members are given a schedule that notifies the teachers of all ESL students, their proficiency levels, how many hours they are required by the law to be serviced based on their proficiency level, and when they will be serviced. Students labeled as beginners or intermediate receive 360 minutes of instruction per week in a push in / pull out way method. Advance students receive 180 minutes of instruction in both a push- in and pull out method.

Newcomers work in pairs with students in the advanced language level. Their different cultural backgrounds are considered as assets. Students challenge, support and learn from each other. We give newcomers assessments first, then set individual goals for each student and teach them with ESL methodologies.

Content area instruction is provided in the ESL classroom. The ESL teacher collaborates with the classroom teachers and attends monthly grade conferences to ensure that students receive content area instruction, with an emphasis on the ELA standards, in accordance with the grade level curriculum maps. The ESL teacher also provides push-in instruction during content area periods for grades three, four and five ESL students. Native language support is provided with peer to peer cooperative grouping.

For ELLs having special needs, the ESL teacher familiarizes herself with students' IEP and works closely with the Special Education teacher. Each student is different; therefore, the ESL teacher tries to accommodate their special needs, and improve their language skills.

Students identified as SIFE receive remedial ESL instruction and AIS support services with social supports, if necessary, to maximize continued progress in academic achievement. SIFE students receive the mandated number of ESL instructional periods as per the CR Part 154. The units of study are developed in collaboration with the classroom teachers and the ESL teacher during grade level common planning time. Teacher created assessments, school interim assessments and rubric based work is used to monitor the progress of SIFE students.

An extension of services is provided for students requiring ESL services beyond six years. Special Education students identified for an extension of services demonstrate language and communication skills.

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

Native Language Usage and Supports

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



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Several different intervention programs and services are in place to support our ELL population. Some of the programs that are in place include Explorer Stations for Kindergarten. School wide programs are Brain Pop, V-Math, Ticket to Read, Earobics and Voyager. The Title III after school program is another form of intervention that is in place for the students. An additional 120 minutes of instruction is offered to all ELL students each week the program operates.

Technology plays a big role in ESL. Brainpop ESL is also used to support instruction, along with Ticket to Read. Focus is placed on students to develop their language, reading, speaking, and writing skills. An additional 120 minutes of Extended Day instruction is provided for ELL students and former ELL students for extra support in English Language Arts and Math.

There are no ELL programs that have been discontinued in the school this year.

A new program called Cook Shop is being offered to students in grades K-3 this school year. All students will be able to participate including our ELL population. This is a hands on program that uses math, science, social studies, writing, and reading. Students will be able to communicate with other students in the grade, and will be able to learn about different subjects using food.

All ELL students are given equal access to the different programs that are offered in the school. They are able to participate in everything that is available to all the students. ELLs are able to be part of the Ballet, Tap and Modern Dance Programs. Many students are members of the Basketball team, Math Club, Art Club and Science Society.

The Title III after school program is offered to all ELL current and former students. Student will be able to attend the afterschool program where they will work on ELA, Math, Science, Social Studies, and communication.

Native Language of students is embraced in the ESL program. Different activities celebrating the students' native language are used in the ESL program. Story books, dictionaries and thesaurus in the students' native language and English is provided to assist the students in the class. The ESL program uses tradebooks, reading skills books from Continental Press and Finish Line Writing books. The New York State standards and curriculums are used to plan instruction and activities in the class. The different activities are differentiated based on the students' age, grade, level of proficiency and ability.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

General Education teachers will receive 7 ½ hours and Special Education teachers will receive 10 ½ hours of professional development on how to make your class ESL friendly and how to meet the needs of ESL students. Other faculty members and staff members will receive professional development during Faculty Conferences, Cluster Teacher Conferences and city-wide professional development days.

The 2011 - 2012 ELL professional development plan includes a variety of topics and issues pertaining to the achievement of our ELL students. Some of the topics include using pictures to develop vocabulary, strategies for teaching bilingual students, project based learning, math in everyday life, using technology as an instructional resource for teaching ELLs and using the arts to strengthen oral communication. Dictionaries, thesaurus, and plenty of visuals for the ELL students in the classroom are also important and provided to the teachers to support the ELL students in the classroom.

E. Parental Involvement

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

The parents in the school are very involved in the different activities that take place in the school. The Parent Advisory Council (PAC) is also very involved in the different activities that take place in the school. PAC works with the Parent Association (PA), and different organizations in the community, such as OASIS, Sistas Supporting Sistas and Camba, NYC Housing, Metro Plus and Brooklyn Psychotherapy to provide training, and information sessions to parents and members in the community. Various surveys such as "Parent Preference Survey and Parent Interests Survey" are handed out to the parents to fill out during various meetings. The Parent Coordinator gathers information from the surveys to plan forthcoming parent workshops. Parent Workshops are held weekly by the Parent Coordinator. She provides the parents with community resources that include ESL classes at the local library, ESL & GED Adult Program at a neighboring school. Parents can also come to the school to make suggestions to support their needs. Based on the different feedback that parents give to the PA and PAC the needs of the parents can be identified. The different activities are developed to meet the needs of the school, students, and parents. Parents are proactive in creating schoolwide activities such as the school carnival, Family Movie Night and Family Game Night. The PA usually has someone available to translate into Spanish, Haitian Creole and French for parents of ELLs.

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
													L

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)	1		3	2		1								7
Intermediate(I)		3			1	3								7
Advanced (A)	3	1		1	5	4								14
Total	4	4	3	3	6	8	0	0	0	0	0	0	0	28

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		2		3				7
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Different assessment tools are used in the school to assess early literacy skills of ELLs. The school uses ECLAS, DRA, Continental Press and Spectrum to monitor student progress. Upon review of our LAB-R, RLAT and NYSESLAT data, the number of ELL students at different proficiency levels are as follows:

Beginner – 7

Intermediate – 8

Advanced – 13

The data reveals the need to use multiple modalities of instruction. Students typically perform better in listening and speaking than reading and writing. We will target instruction by using instructional strategies that improve proficiency in listening, reading and writing. For listening, we will have our ELLs do more phonics work, listen to more audiocassettes, so they can enhance their listening skill as well as familiarize themselves with the standard spoken language. For reading and writing, students learn more strategies such as recognizing cause and effect, comparing and contrasting and making predictions, etc. and practice more writing exercises by using four-square. Targeted ELLs in the primary grades receive intensive instruction focusing on the five major components of reading: phonics, fluency, phonemic awareness, comprehension and vocabulary from the Early Childhood Reading Teacher. Our plan for students' academic language development is based on ongoing assessments of students' achievement in content areas as well as language skills. We use five key strategies to help ELLs develop their academic language. Many ELL students are members of the Art Club, Math Club, Music Club and Science Society. These clubs promote the use of academic vocabulary.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The Parkway School

School DBN: 17K167

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

School Name: The Parkway School**School DBN: 17K167****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marc H. Mardy	Principal		11/30/11
Marcia Bolden	Assistant Principal		11/30/11
Paulette Holland	Parent Coordinator		11/30/11
Rose Julien	ESL Teacher		11/30/11
Tammara Johnson	Parent		11/30/11
Leonie Bernard	Teacher/Subject Area		11/30/11
Michael McGowan	Teacher/Subject Area		11/30/11
Elain Perkins	Coach		11/30/11
	Coach		1/1/01
Vicente Morgan	Guidance Counselor		11/30/11
Jean McKeon	Network Leader		11/30/11
Tonetta Rumph	Other <u>Pyschologist</u>		11/30/11
Claire Robertson	Other <u>AIS Teacher</u>		11/30/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **17K167** School Name: **The Parkway School**

Cluster: **2** Network: **2.11**

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.

At P.S. 167 we are committed to the education of our students. As part of our pursuit to do what is best for our students, we have developed partnerships with parents and community members. When parents enroll their children in P.S. 167, they are given the Home Language Survey and interviewed by a trained teacher or administrator. During the interview we obtain the language choice for communication. The data from the Home Language Survey is used to inform faculty members of the family's preferred language for oral and written communication. When written notices are sent home, they are translated into the family's preferred language of communication. We have found that French, Haitian-Creole, Spanish and Arabic are the four languages parents have requested as their preferred language of communication.

Additionally, designated faculty members provide orientation and guidance for parents of newly enrolled ELLs by conferring with them in their preferred language about educational choices, school rules and policies, expectations and their rights under the law. Parents are provided with opportunities to visit the school during the Instructional Day, Open Houses, PA Meetings, Parent Workshops and teacher meetings. Translators are available at these events to translate information to parents in their preferred language of communication.

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.

After reviewing our findings, we found that we are meeting the needs of the various home languages by:

- 1.) Translating letters sent home
- 2.) Translating Open House Flyers and Parent Meeting Notices
- 3.) Having translators present at Parent Meetings and School Open Houses
- 4.) Staff members are available on-site to translate for parents at anytime they may visit the school building

All findings are reported at monthly Parent Association Meetings by the Principal and/or Assistant Principal during the School Report. Parents are also informed of the availability for translation at Parent Workshops and Meetings.

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.

At parent Meetings we inform parents of our ability to have all documents translated as requested. Once a parent requests translation services, we identify those households to ensure that all notices are translated prior to sending them home. We have several bilingual staff members who are available to translate notices and letters as requested. During Parent Teacher Conferences we ensure that all parents and family members are aware that there is onsite translation services as well as telephone translation services.

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

Oral translation is done in-house primarily by designated staff members who are proficient in speaking Spanish, French, Haitian-Creole and Arabic. We have a para-professional who works with the school on a per diem basis, who is able to speak and write in Polish. As needed, we can pay in-house staff members and per diem staff members to work during Parent Association Meetings, Parent Teacher Conferences and Parent Open Houses. The DOE's Translation Unit is also available during Parent Teacher Conferences to provide oral translation services.

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>.

Funds for Translation Services have been set aside. The funds will be used primarily to translate documents such as the Parent Handbook, Student Roles and Responsibilities as well as flyers and notices as needed. We have also secured funds to secure bilingual staff members to attend Parent Association meetings and Parent Workshops so that they can translate for parents. This was decided as a need after reviewing the use of the Home Language Surveys, Parent Interviews and feedback from parents and students.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: The Parkway School	DBN: 17K167
Cluster Leader:	Network Leader: Alexis Penzel
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input 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 checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

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: The Title III Extended Day Academy will be offered to all ELL students. The purpose of the program is to increase fluency and comprehension of ELL students by using hands-on inquiry based instruction to develop the students vocabulary skills while engaging them in longterm research projects. The students will receive instruction

Teachers will use the Building Vocabulary Foundations program to empower students to learn words by identifying word families and word roots. Teachers will further enrich instruction by using the Building Fluency through Reader's Theater program to use social studies themes to develop fluency as well as develop the students' knowledge of American History. Students will have opportunities to work on group projects on various topics such as the Declaration of Independence, Immigration, the Constitution and the White House. The teachers will work with students to create a culminating activity after each project. The students will create replications of artifacts from the historical period they are researching. They will also engage in reading, writing and using technology for research.

We anticipate that all 34 ESL students will attend. This includes (1) student with disabilities and (4) SIFE students. (20) students are bilingual Spanish, (1) student is bilingual Bambara, (8) are bilingual Arabic, (2) students are bilingual Haitian-Kreyol, (2) students is bilingual French and (1) student is bilingual Polish. A total of (20) students are new comers and (14) students are longterm ELLs.

The program will operate from January 2013 until May 2013. The classes will meet on Mondays from 2:20 P.M. to 4:30 P.M. There will be two classes offered for one hour each. One class will be taught by a licensed ESL Teacher and the other class will be taught by a licensed Art Teacher. The teachers speak French and Korean, respectively. Instruction will be provided in English. The classes will consist of (17) students each. The students will meet with the ESL Teacher for one hour and they will meet with the Art Teacher for one hour.

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: Professional development will be offered to all faculty members to strengthen their instructional practices in teaching ELL students. Our goal is to develop instructional strategies that will enable ELL students to perform on grade level within the first two years in the program. All faculty members including teachers of students with disabilities will participate in the following training:

- Differentiating Instruction – November 2012 (2 hours) – Staff Developer
- Using Data to Plan for Subgroups – January 2013 (45 Minutes) – Staff Developer
- Vocabulary Development - February 2013 (45 Minutes) – Staff Developer
- Strategies for Teaching Content area Subjects to ELLs – February 2013 (45 Minutes) – ESL Teacher
- ESL Immersion Training – March 2013 (45 Minutes) - ESL Teacher
- Project Based Learning – March 2013 (45 Minutes) – Science Teacher
- Using Art to Engage ELLs – April 2013 (45 Minutes) – Art Teacher
- Engaging ELLs in Accountable Talk – May 2013 (45 Minutes) – Assistant Principal
- Cooperative Learning – May 2013 (45 Minutes) –Assistant Principal
- Progress Monitoring – June 2013 (45 Minutes) - Principal

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: The P.S. 167 School Family believes in respecting the cultures of all students. We strive to work hand and hand with families of ELL students in providing them with the necessary supports for academic success. Our goal is to educate parents about:

Part D: Parental Engagement Activities

- The school's ESL program it's benefits
- Criteria for testing out of the ESL program
- School's policy, procedures and mission
- Stages of language acquisition
- City and State testing
- Parent teacher conferences, report cards and study habits

Parent Workshops will be conducted to educate parents about the academic services available for ELL students at the school. Parents will be notified via a flyer which will be sent home. We have planned the following workshops for parents:

- AIS Programs - January
- Introduction to the Common Core Learning Standards – February (2 hours) - School Staff
- The Citywide and State Assessments – February (2 hours) -Assistant Principal
- Successful Homework and Study Skills – March (2 hours) - School Staff
- Strategies to Improve your Child's Vocabulary – March (2 hours) - School Staff
- Effective Test Taking Strategies – April (2 hours) - Principal
- Learning from your Environment – May (2 hours) - Science Teacher
- Trip to White Post Farms – May (6 hours) - ESL Teacher
- Preparing your child for the next School Year - June (2 hours) - School Staff

Part E: Budget

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

Allocation Amount: \$

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 		
Purchased services		

Part E: Budget

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

Allocation Amount: \$

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">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		