



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** THE PARKWAY SCHOOL  
**DBN (i.e. 01M001):** 17K167  
**Principal:** MARC-HERALDE MARDY  
**Principal Email:** [MMARDY@SCHOOLS.NYC.GOV](mailto:MMARDY@SCHOOLS.NYC.GOV)  
**Superintendent:** DR. BUFFIE SIMMONS  
**Network Leader:** MEGHAN KELLEY

### 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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

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	
Leonie Bernard	Member/ UFT	
Tyra Williams-Owens	Member/ UFT - Chairperson	
Joselyn Santos	Member/ Parent Bilingual	
Kimberly Laurencin	Member/ Parent	
Sherry Ann George	Member/ Parent	
Vanessa Pierre	Member/ Parent	
Septober Harvey	Member/ Parent	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

### **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 17K167

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	168	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	9	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.4%	% Attendance Rate		90.3%	
% Free Lunch	90.5%	% Reduced Lunch		4.0%	
% Limited English Proficient	5.3%	% Students with Disabilities		13.1%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		81.6%	
% Hispanic or Latino	13.7%	% Asian or Native Hawaiian/Pacific Islander		0.4%	
% White	2.4%	% Multi-Racial		1.3%	
Personnel (2012-13)					
Years Principal Assigned to School	3.17	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	6.1%	% Teaching Out of Certification		15.7%	
% Teaching with Fewer Than 3 Years of Experience	6.1%	Average Teacher Absences		10.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.6%	Mathematics Performance at levels 3 & 4		9.5%	
Science Performance at levels 3 & 4 (4th Grade)	83.1%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### ***Reflecting upon the 2012-13 SCEP***

Answer the following questions regarding the 12-13 SCEP							
<b>Describe the strengths of your school's 12-13 SCEP.</b>							
The systems and processes that were developed as a result of the goals of the 2012 – 2013 SCEP has produced positive results for The Parkway School. The feedback from the 2012 – 2013 NYC School Survey reflects an increase in Academic Expectations (Tenet 2 Goal #1, Tenet 3 Goal #2 and Tenet 4 Goal #3), Communication (Tenet 6 Goal #5), Engagement and Safety& Respect (Tenet 5 Goal #4 & Tenet 6 Goal #5). The NYC Progress Report for 2013 shows that the school's median adjusted growth percentile in mathematics is 64% whereas the citywide median is 62.8%. Additionally, the Progress Report data shows that the school made progress in moving African American Economically disadvantaged students in Mathematics(Tenet 2 Goal #1). The median adjusted growth percentile for the school's lowest third is 74.5% vs. 74.1% for the citywide median. The Progress Report data also shows that the school is closing the achievement gap amongst students with disabilities. The percentage of students with disabilities at the 75 <sup>th</sup> Growth Percentile or Higher in ELA is 51.7% and 58.6% in Mathematics. (Tenet 2 Goal #1 and Tenet 3 Goal #2). In 2013 – 2014 the school will expand upon the successful systems and processes put in place as a result of the 2012 – 2013 SCEP.							
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>							
<ul style="list-style-type: none"> <li>• Interim data such as class assessments, teacher observations and portfolios should be heavily considered when setting academic goals due to the inconsistencies in the New York State standardized assessments</li> <li>• Revisit the sub group African American Economically Disadvantaged since this group represents a large population of immigrant students from the Caribbean and Africa.</li> </ul>							
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>							
<ul style="list-style-type: none"> <li>• Addressing the needs of the diverse staff in regards to performance level</li> <li>• Securing Polish and Arabic personnel to attend parent meetings for translation services</li> <li>• Shift in NYS exam to Common Core based assessment</li> <li>• The funding was not available at the onset of the school year</li> </ul>							
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>							
<ul style="list-style-type: none"> <li>• Professional Learning Communities were created and Teacher Teams met weekly to plan and develop common core based instructional activities that met the needs of the students</li> <li>• Teachers were trained on how to utilize data from ARIS and Acuity to plan common core based Language Arts lessons that increased achievement for subgroups, such as African American Economically disadvantaged students</li> <li>• As a Danielson Pilot school we were able to improve the teachers' instructional practices in differentiating instruction and creating assignments that foster critical thinking by having monthly professional development for teachers through the network and school based UFT Teacher Center Staff Developer</li> <li>• The Guidance Counselor, SAPIS Worker, Teachers and Administrative Team used PBIS to address to provide students with challenging behavior the social and emotional support needed</li> <li>• Parent meetings were conducted by the Parent Coordinator, Assistant Principal, Staff Developer and Parent Association to educate parents about the Common Core Learning Standards and changes in the standardized assessments</li> </ul>							
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				X	<b>Yes</b>		<b>No</b>
<b>If all the goals were not accomplished, provide an explanation.</b>							
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>					<b>Yes</b>	X	<b>No</b>

### ***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
<ul style="list-style-type: none"> <li>• The instructional staff has been reduced as a result of the school being in the phase-out process</li> <li>• Teaching positions have shifted leading to teachers being reassigned to new grade levels</li> <li>• Training staff on new common core curriculum</li> <li>• Implementation of the new Teacher evaluation framework</li> </ul>				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
<ul style="list-style-type: none"> <li>• Achievement of African American Economically Disadvantaged students in meeting the CCLS standards for reading of</li> </ul>				

informational text, citing evidence from non-fiction texts and comprehending informational texts with text complexity will increase

- Professional Development will be provided to teachers in the development of differentiated instructional activities to address the subgroups within that of African American Economically Disadvantaged, which includes new immigrants, students with disabilities and ELLs, to promote their achievement in reading comprehension
- Performance of students with disabilities will be improved through instruction using multiple modalities such as 90-minutes of instruction in the Reading Lab, 90-minutes in the Math Lab and hands materials to scaffold learning in the classroom

**Describe how the school leader(s) will communicate with school staff and the community.**

- The administrative team will communicate with the faculty members and staff through monthly Faculty Conferences, weekly Teacher Team Meetings, Monthly Grade Conferences, and Monthly Faculty Newsletter
- Parents, Family Members and the school community will be kept informed via Monthly Parent Association Meetings, Weekly Parent Workshops, monthly School Messenger updates and Quarterly School Open Houses

**Describe your theory of action at the core of your school's SCEP.**

At P.S. 167 we believe that all students are uniquely gifted. The students, parents, teachers and staff members have unified in the sole pursuit of educational excellence through academic achievement and personal growth. We use the Common Core Learning Standards as the foundation for a hands-on inquiry based curriculum. Through carefully analysis of performance data we developed blended learning opportunities and differentiated instructional strategies to support the diverse needs of all learners. At P.S. 167, we believe in lifelong learning. Our faculty members and staff are committed to growing and developing professionally to keep their instructional skills current in our ever changing world. The P.S. 167 school community works collaboratively to address the unique needs of the students and to celebrate their successes.

**Describe the strategy for executing your theory of action in your school's SCEP.**

- Weekly Collaborative Planning with Faculty Members
- Bi-weekly meetings with the School Leadership Team
- Keeping all parents and community members informed through monthly Parent Association Meetings Meeting
- Monthly meetings with the Student Council to get feedback on students needs, interests and recommendations
- Informed decisions will be made by using interim assessment data, monthly running record data, performance data and unit assessment data
- CFN Monthly training for Administrative Team, Teacher Leaders and Staff Developer

**List the key elements and other unique characteristics of your school's SCEP.**

- Teamwork and a shared vision
- Commitment to the school community
- Supporting Parents as Partners in educating their child
- Alliances with Community Based Organizations

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Commitment and teamwork are the foundation for the successful implementation of the 2013 – 2014 SCEP. The faculty members at P.S. 167 are committed to attending weekly Teacher Team Meetings, Grade Conferences and workshops. We have the capacity to offer diverse learning opportunities with resources which include but are not limited to interactive white boards in every classroom, two computer labs, a minimum of four computers or lap tops in every classroom, leveled libraries in every classroom, manipulatives and online learning programs such as Ticket to Read, V-Math, ST-Math and Pebble Go eBooks. Additionally, we have a UFT Teacher Resource Center and Staff Developer onsite to support the professional development needs of all teachers. CFN 613 provides the Administrative Team and Teacher Leaders with specialized professional development and the Achievement Coach provides onsite professional development for administrative team and teachers. The SETTSS Teacher and ESL Teacher provides mandated as well as at risk intervention to targeted students. With the support of the CFN we are able have a dedicated Attendance Teacher once per week who provides outreach to families, with a priority on students in temporary housing.

## Goal and Action Plan #1 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

School leaders are beginning to provide teachers with ongoing feedback using a researched based evaluation tool in order to provide next steps for professional development that improves professional growth and reflection.

<b>Review Type:</b>	Quality Review	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	Developing
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### Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.

	<b>2.2 School leader’s vision</b>	<b>2.3 Systems and structures for school development</b>
<b>X</b>	<b>2.4 School leader’s use of resources</b>	<b>2.5 Use of data and teacher mid-management effectiveness</b>

### Annual Goal #1

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

**By June 2014 school leaders will provide targeted support through study groups to develop the instructional skills as evidence by a one level increase on the HEDI scale.**

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
  1. Monthly Principal and Assistant Principal Study Groups
  2. Identification and development of Teacher Leaders
  3. Planning and goal setting with administrative team and classroom teacher in using data to design instructional plans
  4. Coordinate Inquiry Team Meetings and Monthly professional development opportunities
  5. Communicate with Faculty members via monthly newsletters, Faculty calendars and monthly data reports
- **Key personnel and other resources used to implement each strategy/activity**
  1. Principal, Assistant Principal, Classroom Teachers and UFT Teacher Center Staff Developer
  2. Principal and Assistant Principal
  3. Principal, Assistant Principal and Classroom Teachers
  4. Principal, Classroom Teachers and Cluster Teachers
  5. Principal, Assistant Principal, Teacher Team Leaders, UFT Teacher Center Staff Developer and CFN Instructional Support Staff
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
  1. Monthly curriculum maps will evidence the use of UDL Principles to address the diverse needs of all members
  2. Weekly minutes and agendas of Teacher Team Meetings and professional development will evidence
  3. Monthly curriculum maps and daily lesson plans will reflect the use of interim data to group and create instructional activities for students
  4. Monthly data from formal and informal observations will demonstrate increase in overall competency rating
  5. Faculty newsletters will contain monthly Learn Walk feedback, communication from Inquiry Team and grade level Teacher Teams and interim assessment reports
- **Timeline for implementation and completion including start and end dates**
  1. October 2013 – May 2014
  2. September 2013 – June 2014
  3. October 2013 – May 2014
  4. September 2013 – June 2014
  5. September 2013 – June 2014
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
  1. Teachers are meeting once a week to have professional conversations the Danielson Teacher Evaluation Framework, Common Core Learning Standards, Citywide Instructional Expectations and to examine resources on EngageNY
  2. Weekly common preps, after school teacher planning and professional development ( One hour per week for 11 Teachers over 10 months)

3. Inquiry Team meetings (For 6 Teachers over 10 months will meet 1.5 hours per week)
4. UFT Teacher Center Staff Developer and Field Liaison will facilitate workshops occurring six times throughout the school year
5. Principal is regularly sharing outcomes of learning walks and key data points through weekly newsletters

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
<b>X</b>	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Ensure the consistent use of rigorous tasks and curricula aligned to state standards, to support higher order thinking and increased achievement for all students.

<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) 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.

	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

**By June 2014 the achievement of all students in meeting the CCLS standards R.1 and W.1 (Citing evidence from non-fiction texts), will increase as measured by monthly writing assignments assessed with teacher created rubrics.**

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

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

1. Utilize item analysis data from Scantron, NYC Baseline Assessment, school wide interim assessments and monthly writing tasks to successfully target students who are performing lower than the 50<sup>th</sup> percentile on Level 2 or performing on Level 1
2. Provide targeted students with Teacher Directed small group instruction during guided reading (40 minutes three times per week), with emphasis on R.1 and W.1
3. Provide students with intervention on Ticket-to-Read (90 minutes per week) and instructional support on Capstone & Pebble Go eBooks (20 minutes three times per week)
4. Use common planning time to review portfolios, teacher created assessments and rubric based work. Educational consultants will be used to provide professional development to teachers on how to provide students with instruction on how to support written and oral responses with text based evidence
5. Expand student learning opportunities through an Extended Day Program that provides the students with a personal intervention curriculum to address their specific needs

**B. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principal and Classroom Teachers will analyze and monitor assessment data. Scantron, NYC Performance Series and Continental Press interim ELA assessment data will be used.
2. Classroom Teachers, SETSS Teacher and ESL Teacher will provide students with Teacher Directed Small group instruction. They will use resources on EngageNY as well as resources provided by the CFN to create instructional plans and activities that are CCLS based
3. Classroom Teachers, Reading Lab Teacher, SETSS Teacher and ESL Teacher will ensure that students receive supplemental instruction on Ticket-to-Read, Capstone and Pebble Go eBooks
4. Principal, Assistant Principal, Teacher Leaders and Classroom Teachers will review monthly writing assignments and rubric based work. The Book of the Month, Performance Tasks as well as conduct professional development for teachers with respect to CCLS R.1 and W.1
5. Principal, Assistant Principal, Classroom Teachers, SETSS Teacher and ESL Teacher will provide students with expanded learning opportunities on Mondays and Thursdays from 2:30 P.M. – 4:30 P.M.

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Monthly progress monitoring through Interim assessment data results of African American Economically Disadvantaged students scoring on Level 1 or below the 50<sup>th</sup> percentile on Level 2 on CCLS R.1 and W.1 will reflect an increase in achievement performance
2. The administrative team will engage in short frequent cycles of classroom observation focused on small group instruction and regular feedback will be provided
3. Weekly progress data from Ticket to Read and Pebble Go will be examined by the administrative team and teachers will receive progress monitoring reports from the aforementioned programs so that they may provide immediate targeted intervention to students.
4. Monthly Language Arts Curriculum maps, daily lesson plans with evidence of differentiated group work and completed student assignments in work folders will be reviewed by the administrative team to ensure that teachers are utilizing the skills and strategies share at professional development sessions
5. Data from pre-assessments, interim assessment and post assessment from NYS ELA test prep will reflect an increase in overall achievement

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. November 2013 – May 2014
5. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Program students to attend Reading Lab two times per week for 90-minutes total and Math Lab two times per week for 90-minutes total
2. Small group instruction is provided to students 45 minutes per day and regular feedback is provided to teachers based on their practice within this area
3. Extended Time Session Tutoring on Tuesdays and Wednesdays from 2:20 P.M. – 3:35 P.M.
4. Teacher Team meetings once per week for 45-minutes. Educational Consultants for curriculum and staff development
5. Extended Day Reading Program – Mondays & Thursdays from November to May for a total of 4 hours per week

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>	<b>X</b>			

### **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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
Refine teaching practices to promote greater consistency in challenging and actively engage students at their instructional levels to produce meaningful work products.											
<b>Review Type:</b>	QR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing				

#### **Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) 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.											
<b>X</b>	<b>4.2 Instructional practices and strategies</b>					<b>4.3 Comprehensive plans for teaching</b>					
	<b>4.4 Classroom environment and culture</b>				<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>					

#### **Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
<b>By June 2014 teachers will be provided actionable feedback and will improve in competency 1(e) as measured by at least one HEDI increase.</b>											

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>											
1. Teachers will use the Common Core Learning Standards as guidance for developing Performance Tasks, rigorous lesson plans and curriculum maps that place emphasis on critical thinking and analysis of information											
2. By working collaboratively we will continue to enhance the work of grade level Professional Learning Communities/Teacher Teams by meeting weekly and using the process of reflective practices to examine student work products, executed lesson plans and data resulting from daily lessons											
3. We will further develop colleague to colleague learning through inter-visitations which will place emphasis on best practices that produce an increase in student achievement											
4. Teacher goals along with beginning of the year and middle of the year self- assessments will be used as guidance to drive monthly professional development opportunities for teachers with a focus on the Danielson Teacher Evaluation Framework, specifically competencies within Competency 1(e) Planning and Preparation of the Danielson Teacher Evaluation Framework											
5. The Administrative team will work with CFN Talent Coach to conduct Learning Walks, norm observations, develop feedback that specifies individualized professional development opportunities and provide pedagogical resources for teachers to further develop their instructional skills											
<b>B. Key personnel and other resources used to implement each strategy/activity</b>											
1. Principal, Assistant Principal, CFN Achievement Coach, Classroom Teachers, SETTTS Teacher, ESL Teacher, Cluster Teachers and UFT TC Staff Developer											
2. Principal, Assistant Principal, CFN Achievement Coach, Classroom Teachers, SETTTS Teacher, ESL Teacher, Cluster Teachers and UFT TC Staff Developer											
3. Principal, Assistant Principal, CFN Achievement Coach, Classroom Teachers, SETTTS Teacher, ESL Teacher, Cluster Teachers and UFT TC Staff Developer											
4. Principal, Assistant Principal, CFN Achievement Coach and UFT TC Staff Developer											
5. Principal, Assistant Principal, CFN Achievement Coach and CFN Talent Coach											
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>											
1. Teachers will use the Citywide Instructional Expectations to develop six common core based units of study, three in Literacy and three in Math. The units of study will be completed over the course of six to eight weeks. The first set of Literacy and Math units will begin in October of 2013, the second in January of 2014 and the third											

- in May of 2014. The administrative team will review the rubric based data to ensure that that the units are aligned with the CCLS
2. Protocols for collaborative planning will be used to structure weekly PLC/Teacher Team meetings. The PLCs will focus on coherence in work, curriculum planning and building professional capacity through collective responsibility. The administrative team will use weekly minutes of PLCs and artifacts created to monitor the efficacy of PLCs
  3. Quarterly inter-visitations will be scheduled and teachers will be provided with an Inter-visitation Observation Feedback form to record best practices they observed and next steps for implementation in their classroom. Following the inter-visitations, snapshots will be conducted to ensure that teachers have incorporated the strategies into their instructional practices
  4. Advance will be used to gather data from the monthly informal and formal observations to monitor teacher performance, specifically in Competency 1(e) Planning and Preparation of the Danielson Teacher Evaluation Framework
  5. The Talent Coach will provide the administrative team with quarterly feedback on observation practices, feedback and instructional resources provided to teachers

**D. Timeline for implementation and completion including start and end dates**

1. September 2013 – June 2014
2. September 2013 – June 2014
3. October 2013 – May 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Weekly grade level common planning time has been scheduled for each grade to meet on Mondays for 45-minutes
2. Professional Learning Communities will meet once a week for 45-minutes
3. Time for inter-visitations - UFT Teacher Center Staff Developer – Inter-visitations with classroom teachers
4. The Principal will conduct individual beginning of the year and midyear conversations with each teacher
5. The administrative team will meet with the Talent Coach a minimum of 3-three hour sessions during the school year. Learning Walks will be conducted monthly. The administrative team will schedule time to meet with teachers after each observation to provide them with constructive feedback

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

School leaders should review the lunchroom procedures as part of the school's overall plan to improve student discipline and the strategic use of existing resources.

<b>Review Type:</b>	SQR	<b>Year:</b>	2012	<b>Page Number:</b>	6	<b>HEDI Rating:</b>	N/A
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>5.2 Systems and partnerships</b>		<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

**By June 2014 there will be a decrease in the number of student behavioral incidents occurring in the cafeteria, as measured on OORS.**

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Incentive Program for Positive Behavior (PBIS) will be used to establish clear expectations. The PBIS Team will develop a rubric outlining the behavioral expectations for students</li> <li>2. An incentive chart will be used to track good behavior in the classroom. Students will receive weekly incentives for good behavior and once of month targeted students will have lunch in the library with the Principal</li> <li>3. The SAPIS worker will conduct peer mediation training at lunchtime</li> <li>4. Peer Leaders and the Student Council Members will meet with the administrative team to voice concerns of students and share recommendations</li> <li>5. Staff will receive training on behavioral RTI strategies</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Principal, PBIS Team, Guidance Counselor, SAPIS Worker and Social Worker</li> <li>2. Principal, Assistant Principal, SAPIS Worker, School Aides and Para-professionals</li> <li>3. Principal, SAPIS Worker and Guidance Counselor</li> <li>4. Principal, Assistant Principal, SAPIS Worker and Guidance Counselor</li> <li>5. Principal, Assistant Principal, UFT Teacher Center Staff Developer and Classroom Teachers</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. The PBIS Team will train students in October and provide monthly ongoing training about behavioral expectations in the classroom</li> <li>2. Data from the weekly cafeteria incentive chart will reflect a decrease in misconduct. OORs data will reflect a decrease in incidents</li> <li>3. There will be an increase in participation in Peer Mediation at lunchtime. Strategies taught will be implemented during free play</li> <li>4. Feedback from monthly Student Council meetings will reflect buy-in from students in adopting strategies taught</li> <li>5. Teachers will implement RTI strategies in their classrooms resulting in a decrease in teacher referrals</li> </ol>
<b>D. Timeline for implementation and completion including start and end dates</b>
<ol style="list-style-type: none"> <li>1. September 2013 – June 2014</li> <li>2. September 2013 – June 2014</li> <li>3. September 2013 – June 2014</li> <li>4. September 2013 – June 2014</li> <li>5. September 2013 – June 2014</li> </ol>
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
<ol style="list-style-type: none"> <li>1. PBIS Rubric. Monthly PBIS Team meetings and PPC/SIT Meetings for ten months</li> <li>2. Weekly Cafeteria Celebrations</li> <li>3. Weekly Peer Mediation Meetings</li> <li>4. Monthly Student Council meetings with the Principal</li> <li>5. RTI Professional Development in November, February and May</li> </ol>

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
<b>X</b>	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Interviews conducted with parents indicated that home school communication should be improved.

<b>Review Type:</b>	SQR	<b>Year:</b>	2012	<b>Page Number:</b>	5	<b>HEDI Rating:</b>	N/A
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) 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.

<b>X</b>	<b>6.2 Welcoming environment</b>	<b>6.3 Reciprocal communication</b>
<b>X</b>	<b>6.4 Partnerships and responsibilities</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

**By June 2014 there will be an overall increase in parent involvement as measured by parent attendance and participation at workshops and meetings that place emphasis on how parents will share responsibility for improved academic achievement.**

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. The administrative team, faculty members and Parent Coordinator will engage parents in a series of trainings that focus on RTI strategies that can be used at home to improve achievement in literacy and mathematics
2. ARIS and data driven workshops will be conducted to familiarize parents with the New York State Common Core Assessments and the NYS Item Analysis Report for their child
3. The Parent Involvement Policy and Parent Compact will be used to develop and implement strategies to promote parental participation at school functions
4. Our partnership with Cook Shop (City Harvest) will be used to provide parents with information on healthy child development as it pertains to nutrition and fitness
5. New York University Parent Corp will conduct quarterly parent workshops that place emphasis parenting skills that promote positive relationships between the parent, child and teacher

**B. Key personnel and other resources used to implement each strategy/activity**

1. Administrative Team, Parent Coordinator, Guidance Counselor, UFT Teacher Center Staff Developer, SETSS Teacher and ESL Teacher (Para-professionals for translation services)
2. Administrative Team, Parent Coordinator and UFT Teacher Center Staff Developer
3. Administrative Team, Parent Coordinator, UFT Teacher Center Staff Developer, PAC, SLT and the Parent Association
4. Administrative Team, Parent Coordinator and Cook Shop Personnel (CBO)
5. Administrative Team, Parent Coordinator and NYU Parent Corp Personnel (CBO)

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Attendance rate of Parents including New Immigrants and ELLs as well as Parents of Level 1 & Level 2 students at parent meetings
2. Attendance rate of Parents including New Immigrants and ELLs as well as Parents of Level 1 & Level 2 students at parent meetings
3. Attendance rate of Parents including New Immigrants and ELLs as well as Parents of Level 1 & Level 2 students at parent meetings
4. Attendance rate at Cook Shop meetings will reflect an increase. Additionally, data from FitnessGram will reflect a decrease in obesity
5. Attendance rate at NYU Parent Corp meetings and progress of students participating in the program

**D. Timeline for implementation and completion including start and end dates**

1. October 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014
4. September 2013 – June 2014
5. September 2013 – June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Parent Workshops every Wednesday from 8:30 A.M. – 10:00 A.M. and materials
2. Parent Instructional Workshops one Friday per month from 8:30 A.M. – 10:00 A.M.
3. Quarterly School Open Houses will be held. There will be a two hour Open House in the morning and in the evening where parents will be provided with the

opportunity to visit the classroom and speak to their child's teacher. Additionally, parents will be invited to seasonal events that celebrate the artistic talents of the students

4. Cook Shop will be held once a month from 8:30 A.M. to 11:00 A.M. Parents will be provided with ingredients to create healthy meals for their child
5. NYS Parent Corp will meet with parents quarterly for two hours each session. They will also meet with students and conduct a beginning of the year interview and end of the year interview

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>PF Set Aside</b>	<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

X Title 1 SWP

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<p>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</p> <p>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.</p> <p>Students with IEPs also receive 50 minutes of Extended Day Instruction in a group of six or less twice weekly.</p> <p>Ticket to Read, Access Code and Acuity Reading are used to provide students with targeted differentiated instruction in literacy</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>
<b>Mathematics</b>	<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. 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</p>	<p>Small Group Tutoring</p>	<p>Extended Day</p>

	<p>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 Tutoring</p> <p>Computer Based</p>	<p>Extended Day</p> <p>During the Day/Extended Day</p>
<p><b>Science</b></p>	<p>Extended Day Tutoring in science is offered to students' twice-weekly for 50 minutes each session. Students have an opportunity to participate in shared research projects that strengthen their conceptual knowledge as well as their content area vocabulary skills using Harcourt Brace Science.</p> <p>Targeted students participate in the Science Club, where they work on long-term projects such as hydroponic planting, creating a miniature green house and they plant vegetables and flowers in the fall and spring. These projects help students to develop content area vocabulary skills</p>	<p>Small Group</p> <p>Small Group/Computer Based</p>	<p>During the Day</p> <p>Extended Day/Afterschool</p>
<p><b>Social Studies</b></p>	<p>Targeted students receive small group differentiated instruction in their classroom three times per week for 25 minutes. The instruction focuses on developing content area vocabulary as</p>	<p>Small Group</p>	<p>During the Day</p>

	<p>well as test sophistication strategies using the Harcourt Series and DBQs.</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>Small Group/Computer Based</p>	<p>Extended Day/Afterschool</p>
<p><b><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></b></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>

**Title I Information Page (TIP)  
For School Receiving Title I Funding**

6. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

All teachers are currently highly qualified in their respective licenses.  
The Parkway School uses a hiring committee which consists of UFT Members and the Administrative Team to select teachers based on interviews, professional qualifications, educational background, prior experience and commitment to teaching excellence. Positions for job opportunities are posted in our school and on the Department of Education website to attract the highest quality of candidate. Additionally, the Administrative team attends hiring fairs to recruit candidates for interviews.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- The CFN provides high quality professional development for the Principal, Assistant Principal and Teachers
- Para-professionals attend professional development from the UFT Teacher Center Staff Developer and the Division of Students with Disabilities and ELLs
- The Principal and Assistant Principal receives coaching and professional from the NYC Leadership Academy
- The teachers attend professional development provided by the Department of Education as well as the United Federation of Teachers
- Professional Development is designed to meet the ongoing needs of the students and the administrative team uses professional development providers such as Teacher Created Materials and Ramapo to conduct workshops on specific topics

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

- Metro Cards are provided for those students who live a certain distance from the school
- We will also provide uniforms, notebooks, book bags and school supplies
- Families are supported by covering the expenses for school trips
- Students will receive AIS services and be provided with counseling service as needed
- The school provides donations to assist our families in need, as well as creating food baskets the holidays
- The Parent Coordinator, Guidance Counselor and SAPIS Worker works closely with families to ensure that the Parents and the children receive the emotional support needed

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

N/A The Parkway School services students in Grades 3, 4 and 5.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- The MOSL committee met in September to discuss the assessment options for local and state
- All teachers were provided with needs assessment to craft the annual professional development plan
- The UFT Teacher Center Staff Developer met with each grade level Teacher Team to discuss their professional development needs
- The Assistant Principal provides training on the new assessments, scoring the assessments and accessing the scores on Schoolnet
- Teacher Teams create grade level interim assessments

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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);



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>17</b>	Borough <b>Brooklyn</b>	School Number <b>167</b>
School Name <b>THE PARKWAY SCHOOL</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Marc-Herlade Mardy</b>	Assistant Principal <b>Marcia Bolden</b>
Coach <b>Elaine Perkins</b>	Coach
ESL Teacher <b>Rose Marie Julien</b>	Guidance Counselor <b>Vicente Morgan</b>
Teacher/Subject Area <b>Leonie Bernard SETSS</b>	Parent <b>Tammara Johnson, PA President</b>
Teacher/Subject Area <b>David McGowan, Speech Teacher</b>	Parent Coordinator <b>Paulette Holland</b>
Related Service Provider <b>Malka Levitin, OT</b>	Other <b>Corey Varga, School Psychologi</b>
Network Leader(Only if working with the LAP team) <b>Kelley Meghan</b>	Other <b>Fabienne Hyacinthe, SW</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>170</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>3.53%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
SELECT ONE				3	2	1								6
SELECT ONE														0
<b>Total</b>	0	0	0	3	2	1	0	0	0	0	0	0	0	6

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3	1	1	3						6
Total	3	1	1	3	0	0	0	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	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				1	1	1								3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic				1	1									2
Haitian				1										1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	3	2	1	0	0	0	0	0	0	0	6

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				2										2

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	1	1			2
5	2				2
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4				2					2
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Fountas & Pinnell Running Records are used to assess student's early literacy skills. The data from the September Fountas & Pinnell BOY (Beginning of the Year Assessment) shows that Spanish and Haitian-Croele speaking students are performing on average one year below level in reading while Arabic speaking students are performing two years below level. This data reveals that there is a need to provide Arabic speaking students intensive intervention in phonics and reading comprehension. We have concluded that due to the complexity of transitioning from the Arabic language to English language, Arabic students are in need of additional periods of instruction in Language Arts. Supplemental programs such as Access Code (Foundations in the Learning) will support students in developmental reading and phonics. Currently all Arabic speaking students are receiving instruction with Access Code. The first interim assessment will be administered shortly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Cumulatively across all grades it shows that students perform highest in Speaking, with a mean score of (24). In listening, reading and writing the mean scores are (17), (17) and (9) respectively. In grade 3 the mean scores are (15) for Listening, (19) for Speaking, (10) for Reading and (7) for Writing. In grade 4 the mean scores are (13) for Listening, (23) for Speaking, (9) for Reading and (7) for Writing. In grade 5 the mean scores are (21) for Listening, (30) for Speaking, (23) for Reading and (13) for Writing. The data reveals that proficiency in Reading and Writing continually lag proficiency in Listening and Speaking. Additionally, it reveals that students are able to make a 30% increase in proficiency from third to fifth grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of November 14, 2013.

4. For each program, answer the following:
  - a. 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?

Currently English Language Arts exams are not offered in languages other than English. Math exams are offered to students in their Native Language. We have found that students are able to perform significantly better when exams are offered in their Native Language. In 2012 - 2013 ELLs out performed African American Economically Disadvantaged students in Mathematics by 27% on the Periodic Assessment. On the NYS 2013 Mathematics Assessments, ELLs accounted for 8% of the students on Level 3 and 33% of the students on Level 4. Prior to the change to CCLS based exams, ELLs have out performed other subgroups by 20% - 30% from 2010 - 2012 as reflected on the NYS Mathematics Assessment Data. Science Assessments are also administered in the students' native language and we have found that the performance is also greater. On the 2013 Science Assessment 100% of the ELLs score on Level 2 or greater.

When the data from the interim assessments are finalized, the information is reviewed with teachers at grade conferences. Students are targeted on ARIS and placed in a Target Group for intervention. The Data Inquiry Team uses progress monitoring to track the targeted students. The Inquiry Team is comprised of the Principal, Classroom Teachers, ESL Teacher and SETSS Teacher.

The results from interim assessments given in the students' native language reveal that students perform better when content area assessments are administered in their native language. As a result, the school will prioritize its efforts in strengthening the students English Language Arts skills. As previously noted, emphasis will be placed on phonics and reading comprehension.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

After a careful review of interim and standardized data, students who score within Level 1 are initially targeted for Tier I intervention, which includes differentiation of the lesson by process, incorporating visuals that show corresponding words, partner work with a bilingual student who speaks the same native language and assignment of homework activities that promote vocabulary development and comprehension. All students in the school use Ticket to Read which is an online program that builds vocabulary and increases reading comprehension. Spanish native language speakers are able to use Ticket to Read in both Spanish and English. All students receive 90-minutes of lab instruction on Ticket to Read. Tier II intervention for ELLs includes small group instruction during Guided Reading and the Math workshop, supplemental workbooks in students' native language (Spanish), 20-minutes a day of phonics and vocabulary development on Access Code (Foundations in Learning) and Voyager Passport Student Reading Packs are

used for fluency. Monthly assessments are administered to students in reading and writing. Should the assessments reveal that students are not making progress in Tier I and Tier II intervention, students will be recommended for Tier III intervention which may include one or more of the following: an extra 45-minute period of pull-out ESL instruction twice per week focusing on vocabulary and reading comprehension, eight weeks of at risk SETSS for three periods per week, mandatory tutoring during Extended Time Session for 100 minutes per week, attendance in the ESL Afterschool Academy for two hours per week and/or participation in the Monday Afterschool Reading Program for two hours per week.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
Data is reviewed during the weekly cabinet meetings. The cabinet consist of the Administrative Team, ESL teacher, SETSS teacher, Staff Developer, Parent Coordinator and SAPIS Counselor. Additionally, data is reviewed with the teachers at monthly grade conferences and bi-monthly Inquiry Team Meetings. Targeted students are flagged in ARIS and the team discusses strategies and methodologies to improve the students' language development. Very often the team will consider skill based materials and strategies that will enhance the students' language development within the classroom.

Extra-curricular activities are also considered when making instructional decisions regarding the ELL students language development. We have found that ELLs who participate in extra-curricular activities aquire listening and speaking skills at a faster rate than those who do not participate in extra-curricular activities.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Each month the teacher submits Monthly Data Summary sheets to the Principal. These data sheets show the scores of in class assessments, projects and writing assignments. Additionally, the school administers school-wide assessments in ELA and Mathematics every other month. The results of these assessments include diagnostic results where the teacher and administrative team can track student progress in specific skills and strategies. Additionally this school year a Baseline Assessment with diagnostic results was administered. This data is being used to monitor ELL students' progress in specific skill areas such as context clues, main idea, cause and effect and inferring. The data shows that mastery of these specific skills is below that of English speaking students.

Previous to this school year, we were able to run AYP reports on Acuity after administering Periodic and Diagnostic Acuity assessments. The reports provided us with the number of ELL students meeting or not meeting AYP for that particular assessment.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
When a parent registers their child in The Parkway School as a student who is new to the New York City Public Schools, Assistant Principal Marcia Bolden or the ESL Teacher Ms. 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. Other bilingual personnel such as Principal Mardy who speaks Haitian-Creole and Para-Professional Colon who speaks Spanish also assists with the informal interview. There is an itinerant staff member, Ms. Muhammed, who speaks Arabic. An informal interview is conducted with the parent and child to find out more about the 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.

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 review 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 through the following ATS reports; RBCS, RBEX, RBPS and RELC. Students who score below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in.

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.

The ESL teacher gives parents a date to attend a Parent Orientation with the ESL Teacher, parent coordinator, a member of the administrative team and school staff developer. The orientation takes place within a week of the parents being notified of the child's participation into the ELLs program. Parents have the opportunity to view a video and they are given a brochure with information in their native language and there is a presentation on the types of programs that are available to the students. The orientation video is presented and bi-lingual staff members explain the Transitional Bilingual Program, Dual Language Program and Freestanding ESL Program in the parent's native language. The video, brochures and discussions are used to help parents make more informed decisions about the instructional methodology that would be most suitable for their child.

The beginning and intermediate students receive 90-minutes of ESL instruction daily. While advance students receive 45-minutes of ESL instruction daily.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Once all exams are administered to the students, the ESL teacher, Ms. Julien, back packs the entitlement or non-entitlement letter for the ESL program to the parents within 10 school days. The ESL teacher follows-up each day with the classroom teacher to ensure that the forms are returned promptly. If forms are not returned, the ESL teacher follows up with a reminder letter and phone call in the parents language of choice. Entitlement letters are distributed by the ESL teacher, collected and stored in the records room by the Pupil Accounting Secretary. The records are stored for seven years.

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

The ESL Teacher Ms. Julien describes the Freestanding ESL Program that is available at the school. If the program that the parents select is not available at this school, Ms. Julien works closely with the parent and the Student Enrollment Office to ensure that the parents is able to enroll their child in a school that has the program of their choice. The ESL Teacher also informs the parent that our school could place them on a waiting list for a bilingual class until there are 15 or more students with the same language and grade. Correspondence is done in the parent's language of choice and translators are present to explain the options to the parents.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each year when the NYSESLAT is delivered to the school, the Principal ensures that the tests are stored in a secure location. An inventory of the materials is completed on the date of delivery. Prior to administering the assessment, the Assistant Principal conducts an orientation for the teachers who will be administering the exam. The AP gives the teachers an opportunity to familiarize themselves with the testing manual to provide them with training on how to administer the assessment. The Assistant Principal then works with the ESL teacher to provide the students who will be taking the assessment with an orientation explaining the components of the assessment and the purpose of the assessment. Parents are also notified and the entire school community is informed of the assessment through the monthly school calendar and school bulletin board.

Once the testing schedule is established, the designated rooms are prepared by clearing the room of instructional reference charts on display, board work is cleared, bookshelves are covered and the teacher is provided with a working audio player. The testing accommodations for the students are reviewed to ensure that all students receive the appropriate allowable accommodations. Teachers receive the testing directions so that they may familiarize themselves with it.

The day before the assessment, the parents receive a reminder note informing them that the NYSESLAT will be administered to

their child. On the morning of the assessment, the teachers ensure that the students eat breakfast. The students are then brought to the designated testing rooms. Prior to the commencement of the assessment teachers ensure that students do not have any prohibited electronic devices. The staff developer and a cluster teacher is assigned to administer the speaking sub-test. The Listening, Reading and Writing subtests are grouped for administration. The assigned teachers diligently proctor the assessments. Make-up testing is arranged for students who may missed one or more subtests.

After the administration of the assessments, the committee works together to score the assessment. This consists of the Assistant Principal, Staff Developer and (2) cluster teachers. The Assistant Principal conducts the training on how to score the writing subtests. Once the assessments are scored, the AP ensures that the documents are completed properly and she arranges for the documents to be packaged.

6. 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.) 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. [i](#)

Based on the data available from the past three years, it appears that 100% of the parents select to enroll their child in the ESL Program here at the school. This school years two ESL families registered and they both selected the freestanding ESL program that we currently offer. It appears that most parents want their child fully immersion program whereby the child is engaged in instruction in English for the entire day. The NYSESLAT data from 2012 and 2013 shows that students quickly acquire speaking skills in our ESL program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

The school uses the push-in/pull-out model of instruction for ELLs. During ELA and/or Math block push-in instruction is provided to ELLs in their classroom. The teacher works with the ELL students as well as other English speaking students assigned to that particular reading group or math group. Very often the students are grouped by reading levels. Sometimes the students are grouped by skill so that they can work on that particular deficiency.

During the pull-out sessions the students are grouped heterogeneously and the ESL teacher provides the students with instruction targeted to their specific proficiency level. She follows the school's Balanced Literacy Framework as the instructional methodology. The students work on the same Skill-of-the-Week as that the school is working and they also work on the same Monthly Writing Genre that is assigned for that particular month. Additionally, the ESL Teacher uses the school's Book of the Month to provide students with instruction parallel to the classroom teacher. The students' work is kept in portfolios.

The ESL teacher also attends the monthly grade conferences where the teachers work collaboratively to create monthly curriculum maps.

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)?

All students receive 105-minutes per day of ELA instruction. When a student receives ESL instruction during the Literacy Block, the ESL Teacher uses the skill and strategy focus of the week to instruct the students. The ESL teacher bases her ESL instruction on what the classroom teacher is teaching in ELA. Beginner and Intermediate ELLs receive eight periods per week of ESL instruction. Advanced ELLs receive four periods per week of ESL instruction. To the extent possible, the ESL Teacher pushes in to the classroom and co-teaches with the classroom teacher to scaffold learning for the ELL students.

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 foster language development and meet the demands of the Common Core Learning Standards.

The ESL program model delivers content in English with native language support (textbook in native language, Spanish). The ESL Teacher provides the students with native language support materials such as native language dictionaries, thesaurus, glossaries and textbooks when available. Currently we have resources in Spanish, French, Haitian Creole and Arabic. Since the school uses the workshop model of instruction, students receive individualized instruction and support from the ESL Teacher. Classroom teachers are aware of ELL students in their class and the needs of the ELLs are discussed at Teacher Team meetings. At the Teacher Team meetings the teachers create the Common Core Units of Studies and the work collaboratively with the ESL teacher to provide academic support so that the ELL students can complete the project. Very often, this involves providing ELLs with translated versions of the text being studied, use of visual aids and providing ELLs with hands on tools to complete the experiments. All teachers are scheduled to attend Professional Development related to ELLs and they will fulfill the mandated 10 hours of professional development.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

When possible, the initial evaluation is based on an informal interview in the students' native language. The ESL teacher uses a grade level baseline assessment to determine the needs of the student in mathematics and English. This school year we are using the Continental Press New York ELLs program to ensure that students receive appropriate instruction in the essential domains which are speaking, listening, reading and writing. The program provides instruction in listening for academic content, comprehension of dialogue and information, and response to graphic information. eBooks are also used in the classroom with ELLs. During independent instruction, the classroom teacher may assign ELL students to work on the Finish Line Interactive eBook so that they receive instruction targeted specifically for them. ELL students are assessed quarterly to measure their progress in English language acquisition.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELLs take interim quarterly assessments. The ESL Teacher uses Finish Line for ELLs which has Common Core based

questions at the end of each unit. The questions also include multiple choice, written response, and oral response. As the year progresses the proficiency levels of the questions increase within each lesson to promote advancement. After the assessments are scored, parents receive letters in their choice language informing them of the child's progress.

6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

At the commencement of the school year, teachers receive instruction on using data to differentiate instruction. The ESL teacher works with the Assistant Principal to classify students and they ensure that students are placed in classrooms with the appropriate instructional supports required. All classroom teachers receive standardized assessment data on ELLs, previous years interim assessment data and the June reading benchmark results. As a school that uses the workshop model, students receive differentiated small group instruction in all subject areas.

The ESL Teacher and classroom teachers are trained to meet the needs of SIFE students. When a SIFE student is admitted to the school they are given a native language proficiency exam, where the student is asked to read, write, speak and listen. The data from this informal assessment is used to determine the academic needs of the student. When the student enters the classroom they are assigned a "buddy" . This is a classmate who will show the SIFE student the classroom routines and buddy with him/her as the class travels through the school building throughout the day. The classroom teachers are trained to work with SIFE students. During the instructional day the teacher will elicit prior knowledge on given topics and check for comprehension as topics are introduced, use graphic organizers to display information, employ drama, role play and pictures to enhance communication as well as books on CD to help with language acquisition. The school library as well as class library contains books in the students' native language.

Students in the US for less than three years are assessed in their English and Native language proficiency. Newer students work in pairs with students who are more advanced. Based on the data available to the ESL Teacher and classroom teacher, the students may begin receiving instruction in phonemic awareness, vocabulary and comprehension. They are assigned Ticket to Read for 20-minutes per day so that they can develop their vocabulary skills. During the Teacher Team meetings the ESL teacher will work with the classroom teacher to create prescriptive skill based activities that meet the needs of the new comers. The students are also invited to participate in the Extended Time Tutoring for 100 minutes as well as the Title III Extended Day Program which meets once a week for two hours.

ELL students who have received four to six years of service will receive scaffolded instruction. The teachers use UDL principles to create differentiated instructional activities that address the specific needs of these learners. The students also participate in the Afterschool Academy which provides students with supplemental instruction in ELA and Math on Mondays and Thursdays for two hours per day. Very often these students fall within the lowest third in ELA performance. As a result, they will be invited to attend the Developmental Reading Afterschool Program which operates from September - December each year.

As an Elementary school that services students in grades 3 -50, we seldom have students who are long term ELLs. Should a student be identified as a longterm ELL, they will be provided with supplemental pull-out instruction in literacy and math. Additionally, the teacher will use progress monitoring and item analysis reports to determine the specific areas of deficiency. The ESL Teacher and Classroom teacher will work collaboratively to design instructional activities that are suited for the specific needs of the student.

After ELL students have tested out of the ESL program the classroom teacher and ESL teacher uses interim data to closely monitor the students' progress. Students who score on Levels 1 & 2 receive intervention from the AIS teacher. Additionally, the students will be mandated to attend Extended Time Tutoring as well as the Afterschool Academy. Parents will receive monthly progress that reflect the students achievement and provides parents with strategies that they may use at home to support their child's academic achievement. The classroom teacher will use UDL principles to differentiate instruction in the classroom.

7. 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?

The ESL Teacher along with all classroom teachers are trained to meet the needs of ELL students with IEPs. Professional development is provided in differentiating instruction, modifying instructional practices to meet the CCLS, inter-classroom visitations, teacher team meetings and study groups. The UFT Teacher Center Staff Developer provides coaching to all teachers in supporting the unique needs of ELLs with IEPs. Students are also given support outside of the classroom through Extended Time Session, the Title III Extended Day Program and the Afterschool Academy. These programs place emphasis on improving students' comprehension and analytical skills. The Inquiry Team also works collaboratively, using data, to create instructional strategies that promote achievement of ELL students with disabilities.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The teachers work on grade level teacher teams to create common core based curriculum maps that are designed with differentiated instructional strategies to support ELL students with disabilities. In addition to the support received from the ESL Teacher classroom teachers provide small group instruction and confer with students one on one to provide them with specific strategies for improvement and next steps.

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

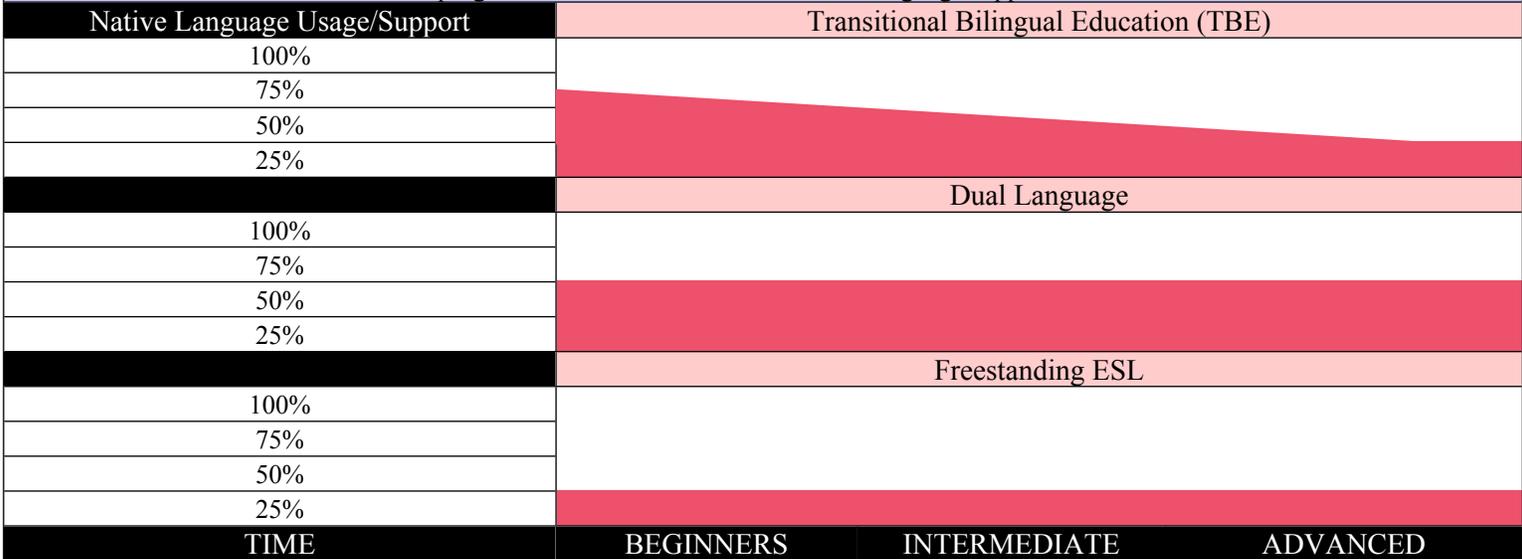
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> 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.



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

9. 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.
- Data from the NYS Assessments, periodic assessments, NYSESLAT, unit assessments, teacher created assessments, conference notes and benchmark results are used to target ELL students in need of intervention. The classroom teachers use UDL strategies within classroom as an initially form of intervention. For literacy we use small group instruction, center based activities, Ticket to Read and Access Code to provide intervention within the classroom. In mathematics manipulatives, small group instruction, ST-Math, Voayger Math and pull-out intervention from the staff developer is provided. Progress monitoring is used to track students and to determine if additional support may be needed in one of the content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The current programs that we have in place incorporates the use of multiple modalities of instruction. Our classrooms foster English language development by displaying content based posters and peripherals related to the topic being studies, content based word walls with defintitions, illustrations, manipulatives, listening centers, computer based programs and native language resources.
11. What new programs or improvements will be considered for the upcoming school year?
- This school year we are using eBooks in the classroom to provide the students with support in vocabulary development and reading comprehension. The program allows students to work at their own pace and the stories are leveled according to benchmark results.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are offered opportunities to attend all school programs including Extended Time Tutoring on Tuesdys and Wednesdays from 2:20 P.M. - 3:35 P.M. and the afterschool programs which take place on Mondays and Thursdays from 2:30 P.M. - 4:30 P.M. Additionally, the school has a site license for all online programs Ticket to Read, Voyager Math, ST-Math, eBooks and Access Code. All students have their own unique programs for these programs. Ticket to Read, Voyager Math and My Own eBooks are also accessible to students at home after school and on the weekends.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All ELLs have access to online resources. This includes eBooks for ELLs, Ticket to Read, Access Code, Voyager Math and My Own eBooks are available to ELLs. The stories on Ticket to Read and My Own are predominantly non-fiction based. They consist of informational articles that are based on science and/or social studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Each classroom contains native language support materials such as native language independent reading books on the students' instructional level. Classroom teachers also have translated glossaries, thesaurus and dictionaries. The science, math and social studies textbooks are available in Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Support services and resouces correspond to ELLs ages and grade levels. Classroom libraries are age and grade appropriate, as well as leveled for independent reading. The common core Performance Tasks are based on high interest topics that the students can relate to. The classroom teachers organize the class library by level as well as genre so that students can appropriately select independent reading books.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- When students enroll, they are assigned a buddy who is a fellow classmate. The ESL Teacher takes the student on a tour of the school to familiarize the new students with building facilities. The student is introduced to the class and the other students introduce themselves to the new student. The classroom teacher ensures the student is introduced to all teachers who service the class.
18. What language electives are offered to ELLs?
- None
19. For schools with dual language programs:

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

N/A

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The 2013 - 2014 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.

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:

- Common Core Units of Study - November 2013 (2 Hours)
- Project Based Learning for ELLs- December 2013 (1 Hour)
- Using Data to Plan for Subgroups January 2014 (1 Hour)
- Vocabulary Development - February 2014 (1 Hour)
- Strategies for Teaching Content Area Subjects to ELLs - February 2014 (45-Minutes)
- ESL Immersion Training - March 2014 (1 Hour)
- Project Based Learning - March 2014 (1 Hour)
- Engaging ELLs in Accountable Talk - April 2014 (45-Minutes)
- Using Art to Promote Vocabulary Development - May 2014 (1 Hour)
- Cooperative Learning - May 2014 (45-Minutes)

The Guidance Counselor and ESL Teacher work collaboratively to prepare students for their transition to middle school. This begins with the Senior Parent Meeting which is held in the Fall. At the meeting there are translators available to speak to parents in their native language. At the meeting the parents receive information about the middle school application process. They are given information so that they can meet one on one with the ESL Teacher and Guidance Counselor to review the middle school selection process. Additionally, the ESL Teacher works with the students to find out their special interests and goals, so that she can guide them in the selection of a middle school that meets their needs.

The records of the professional development are kept on file in the records room for seven years.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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, AmeriGroup 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.

## E. 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.

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 it is evident that the instructional priority is reading and writing. Classroom teachers use differentiated small group instruction to provide ELLs with instructional support in reading comprehension and writing.

The data also 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 at the beginners level receive intensive instruction focusing on the five major components of reading: phonics, fluency, phonemic awareness, comprehension and vocabulary.

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.

## 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)
Marc H. Mardy	Principal		11/14/13
Marcia Bolden	Assistant Principal		11/14/13
Paulette Holland	Parent Coordinator		11/14/13
Rose Marie Julien	ESL Teacher		11/14/13
Joselyn Santos	Parent		11/14/13
David McGowan	Teacher/Subject Area		11/14/13
Leonie Bernard	Teacher/Subject Area		11/14/13
Elaine Perkins	Coach		11/14/13
	Coach		11/14/13
Vicente Morgan	Guidance Counselor		11/14/13
Meghan Kelley	Network Leader		11/14/13
Malka Levitin	Other <u>OT</u>		11/14/13
Fabienne Hyacinthe	Other <u>SW</u>		11/14/13
Corey Varga	Other <u>School Psychologist</u>		11/14/13
	Other		11/14/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 17K167 School Name: The Parkway School

Cluster: 6 Network: 613

**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**

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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**

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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>.

