



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** FRANCES PERKINS ACADEMY

**DBN (i.e. 01M001):** 14K632

**Principal:** KEVIN BRYANT

**Principal Email:** [KBRYANT@SCHOOLS.NYC.GOV](mailto:KBRYANT@SCHOOLS.NYC.GOV)

**Superintendent:** AIMEE HOROWITZ

**Network Leader:** NATE DUDLEY

### 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
Kevin Bryant	*Principal or Designee	
Leonel Toromoreno	*UFT Chapter Leader or Designee	
Maria Valentin	*PA/PTA President or Designated Co-President	
Jazzy Rivera	DC 37 Representative, if applicable	
Sabrina Ceballos	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Avery Lawrence	Member/ Student	
Marlene Gabbidon	Member/ English Teacher	
Kaydiana O'Mealley	Member/ Social Studies Teacher	
Natalie Menuau	Member/ Math Teacher	
Eunice Harris	Member/ Parent	
Janet Chamorro	Member/ Parent	
Constance Palmer	Member/ Parent	
John Alexander Defoe	Member/ Parent	
Jonaira Paredes	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

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

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students in the senior cohort (P) and/or grade 12, including students with disabilities and ELLs will make progress toward graduation from 45.8% to 56%, as evidenced by a 10% increase in graduation rate on the New York City Progress Report.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

1. On the 2012-2013 NYC Progress Report, FPA received a D for school performance as we were in the bottom half of the city in regards to graduation rate amongst our peer group and at the bottom in comparison to the city.
2. Total # of graduating Seniors = 34
3. Of the 34 graduating seniors, 9 students have met all the requirements for a regents diploma, 13 students need at least one regents and their senior credits to graduate, 12 students severely lack credits and regents and do not have a chance to graduate with this cohort.
4. Increase student access to services and opportunities in the school.
5. Increase students vision of possibilities beyond high school
6. Address personal issues that affect student success in school, through community partnerships where appropriate
7. Lack of early intervention system.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. Increase e-learning opportunities by increasing the number of courses available, increasing access to before/after school and or making courses available from non-school site
2. Develop early warning system for students based on attendance, behavior and credits earned.
3. Implement 12<sup>th</sup> grade transition plan
4. Increase services for students with learning and emotional disabilities and English Language Learners

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

1. Principal
2. Guidance Counselor
3. All instructional staff
4. Special Education Team
5. Cohort P and Grade 12 credit and regents data
6. Strategic scheduling for students inclusive of regents prep classes and online learning opportunities.

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

1. All students with IEP's will take their missing regents in January so that they can have the opportunity to take the RCT in June.
2. All seniors will take their missing Regents in January to provide two opportunities to pass.
3. All seniors will participate in Mock Regents Day.
4. By January at least 8 of the 13 students will have the necessary Regents requirements to increase the graduation percentage.
5. Students attending YABC will complete their graduation requirements by January 2014 increasing the graduation percentage for the 2013 cohort.
6. Students that do not pass regents in January will continue to receive intensive support through zero period and scheduled prep classes.
7. Mentor check-ins – Each senior has been given a mentor who works with them individually on goal setting and post-graduation plans.

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

1. Students receive extra support in the Regents class that they are missing through a semester of regents prep ( September 2013 – Ongoing)
2. Use item analysis of 2013 January and June regents to tailor instruction to support specific areas of struggle for students. (October 2013 – Ongoing)
3. Implement mock regents for all students with emphasis on the Senior and junior class. (December 2013/ May 2013)
4. Conduct data analysis of the results for reengagement week when students return to school in January (December/January/ May/ June)

5. Instructional staff submits results and lesson plans that address deficiencies in student item analysis.

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

1. All students will be offered and receive the classes that they need in relation to their transcripts
2. For students that have exhausted their credits for their regents course will be placed in prep course during their daily schedule
3. Students will be required to attend 0 period for extra support and instruction.
4. Develop partnership with Urban Arts Fresh Prep program where they will incorporate music into the curriculum to support students understanding of the material
5. All students will receive test prep guides and regents books to study outside of school hours.
6. In the prep class, teachers will incorporate regents questions into their daily instruction.
7. All seniors who complete their graduation requirements have the opportunity to participate in internships to take part of real world working experiences.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All seniors and junior parents are invited to senior night where they learn about the college application process, financial aid and senior activities for the year. The parent association supports with the function with invitations and providing food for the night.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of FPA teachers will create and implement common core aligned units that culminate in a performance-based assessment in which 70% will receive a score of 3 or higher on the correlating rubric

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

1. The alignment of units to the Common Core Standards is part of the citywide instructional expectations for the 2013-2014 school-year.
2. Alignment of units to the Common Core provides an opportunity for teachers to deepen understanding of the instructional shifts emphasized by the new standards and continues the school wide professional development emphasis on unit development.
3. Experiencing units aligned to the Common Core standards helps students develop college and career readiness where FPA received a C on the 2012-2013 report card.
4. The rigor in the curriculum will also prepare students for the 2014 and beyond Regents exams.
5. Only 2% of 62 students taking the Integrated Algebra exam met the college readiness index
6. Only 23% of 65 students met the college readiness index
7. On the SAT only 2.7% of the students met the college readiness index in critical reading and 0% in mathematics.
8. On the CUNY assessment 5.4% of students met the college readiness index in Math 1 and 0% in Math 2.
9. On the CUNY assessment 10.8% of the students met the college readiness index in Reading.
- 10.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

Each unit of study will contain the following:

- Complex texts using Close Reading and Annotation as strategies to access the texts
- Essential and Daily Guided Questions aligned to Webb's Depth of Knowledge that ask students to form an opinion/claim and provide evidence to support their opinion

- Supporting Questions written into lesson plans and unit plans that will push students toward a deep understanding of the Essential unit questions
- A Socratic seminar or formal discussion
- An extended research paper, writing assignment or performance task that asks students to form an opinion and cite evidence and demonstrate a deeper level of understanding through a high level performance task for mathematics.

1. Teachers will post daily essential questions for each period of instruction.
2. Yearlong PD plans will focus on essential questions and backward design elements based on CCLS standards.
3. Observations will focus on alignment of essential questions, classroom instruction, lesson plans and teacher designed assessments and how they all align to the implementation of CCLS and college readiness in each content area.
4. Weekly check in with the principal will include feedback and coaching on effectiveness of essential questions, development of lesson and unit plans.
- 5.

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

1. Principal
2. Network support (Achievement Coach, Special Education liaisons, curriculum developers)
3. Teacher to teacher support in providing critical feedback to unit and lesson plans.
4. Outside retailers or organizations that can support in developing unit plans that align to the shift necessary.

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

1. Develop curricula aligned to the Common Core Learning Standards (CCLS).
2. Participate in professional development focused on understanding the intent of the new standards focusing on instructional practices.
3. Design Common Core units of study with related pre and post assessments. Unit plan will be collected on a monthly basis and teachers will be given feedback on alignment to the Common Core
4. Implement Common Core Mathematical Practices and ELA key features in their instructional practices.
5. Align achievement expectations based on CCLS (Standards based grading)
- 6.

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

1. Unit plan will be collected on a monthly basis and teachers will be given feedback on alignment to the Common Core (August 2013 – June 2014)
2. In the summer, fall and spring teachers will be offered 3 PD on strategies to implement the Common Core. Teachers will be paid the per session training rate to attend. Representatives from each department will attend network-sponsored PDs around the Common Core
3. In Departments, teachers will give each other feedback throughout the year on lesson and unit plans in relationship to the Common Core (January 2013 – June 2014)
4. Teachers will participate in Looking at Student Work sessions in their department meetings as a way to create vertical alignment within the department and improve instructional practice. (January 2013 – June 2014)
5. Teachers will be given formal and informal observation feedback on their implementation of Close Reading, Annotation, Effective Questioning and
6. Discussion techniques ( September 2013 – June 2014)
7. Instructional leads will be identified in Galaxy and will attend 4 to 6 PDs around implementing the Common Core in their departments

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

1. All instructional staff members participate in team meetings.
2. All instructional staff members will participate in network support regarding unit plan creation and standard alignment.
3. The principal will conduct weekly check in with content areas on strengths and areas of improvement.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Not Applicable

***Budget and Resource Alignment***

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

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

FPA also has an excess in NYSTL funding that will be used to buy new material to support the shift in instruction and planning.

### Goal and Action Plan #3

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, Frances Perkins Academy will improve from a D to a B in the college readiness index as measured by the New York City Progress Report by June/August 2014.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

1. 0% of students that graduated did not require remediation upon entering college.
2. 21.6% of graduates successfully completed approved rigorous courses and assessments
3. Only 2% of 62 students taking the Integrated Algebra exam met the college readiness index
4. Only 23% of 65 students met the college readiness index
5. On the SAT only 2.7% of the students met the college readiness index in critical reading and 0% in mathematics.
6. On the CUNY assessment 5.4% of students met the college readiness index in Math 1 and 0% in Math 2.
7. On the CUNY assessment 10.8% of the students met the college readiness index in Reading.

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

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

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

2. Define standards and expectations for college readiness that address what students must know and do to succeed at entry level college/university course and the skilled workforce.
3. Infuse high school curricula with appropriate rigor to academically prepare students, including those with special needs in college/university course and career pursuits.
4. Establish accountability measures for college readiness.
5. Create a college going culture
6. Develop post-secondary plans for all students with goals aligned to post-secondary plans.
7. Provide greater access to student preparation programs, including advanced academic courses and programs.

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

1. Principal
2. Guidance Counselor
3. Instructional Staff
4. Support Staff
5. SBST team
6. Partnerships with SAT preparatory courses
7. College Now @ CityTech
8. Budget dedicated to item analysis
9. Technology resources ordered such as Smartboards, Document Camera, Up to date laptops, etc.

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

1. All seniors have completed and applied to CUNY.
2. 25% of the graduating class participates in College Now and or AP course.
3. Three instructional staff members receive training on implementing an AP course in their discipline.
4. Based on January regents results we can identify sophomores, juniors and Senior who have met or have potential to meet the College Readiness index based on their regents scores.
5. 2014 Progress Report has reported growth in the College Readiness index based on all the interventions

##### **10. Timeline for implementation and completion including start and end dates**

1. 3 teachers provided professional development on developing an AP course (July 2013 – May 2014)
2. Students who have met the requirements to attend college now are enrolled in at least one course. (September 2013 – ongoing)
3. Develop a Pre-AP course where students begin to experience higher level and more challenging work. (September 2013/ February 2014)
4. Alumni search to determine their current status after graduation. (January 2014 – ongoing)
5. Prepare current freshman and sophomores for the advanced regents tracks that will provide them with the opportunities to participate in the advanced coursework. (September 2013 – ongoing)

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

1. A Pre-AP biology course has been created to provide students with the opportunity to take AP biology in the 2014-2015 school-year.
2. Provide ICT in all major content areas for SWD's
3. Departmental meeting schedule to analyze data, develop ways to increase index and speak about execution.
4. Partner with IVY Keys who will provide SAT support to our students on Saturdays.
5. Develop and incorporate afterschool and Saturday Academy for students that need the extra support.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive information regarding student progress towards college readiness. Parents will be provided information quarterly on the progress of the child. Parents will be invited to converse with the guidance counselor and staff outside of parent teacher conferences.

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be a 10% increase in teacher collective performance in 8 components (1e – Designing Coherent Instruction, 1f – Designing Student Assessments, 2b – Establishing a Culture for Learning, 2c – Managing Classroom Procedures, 2d – Managing Student Behavior, 3a – Communicating with Students, 3b – Using Questioning and Discussion Techniques, 3b – Engaging Students in Learning, 3D – Using Assessment in Learning) as measured by the Danielson Framework for Teaching.

1E – Designing Coherent Instruction and 3D – Using Assessment in Learning are the two pivotal components as only 25% of staff was rated effective or highly effective in these components. By June 2014 50% of the staff will be consistently effective or highly effective in these components

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In years past many FPA staff members did not receive timely and specific feedback aligned to Danielson rubric to improve. NYC Citywide Expectations and evaluation systems require all teachers be measured by the Danielson NYC 2013 rubric.

**Instructional Strategies/Activities**

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

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

- Self-assessment of practice which will allow teachers to begin process of reflecting in effort to set goal(s) for year.
- Individual Prof Development Plan will helps to prepare plan to address set goal(s)
- Individual Prof Development Log of Activities will tracks professional learning during year
- Reflection on Individual Prof Development Plan will provide a chance to reflect on experience with their supervisor and/or colleagues

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

- 3. Principal
- 4. Network support through achievement coach, professional development opportunities
- 5. Professional development calendar based on the needs of the school
- 6. Financial resources and strategic coverages to support teacher professional development and inter-visitations.

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

- 1. Based on initial planning conferences teachers will select their observation option.
- 2. Based on teacher goals teachers will be evaluated on progress towards those goals. The teacher design three goals 2 connected to academic and 1 connected to Danielson. Based on the observations teacher will be provided feedback
- 3. By January 60% of the instructional staff will be effective in domain 3c – Questioning and Discussion techniques.
- 4. By June 2014 all staff will have been observed a minimum of 6 times whether Option 1 or Option 2 was chosen.
- 5. Instructional staff would have participated in at least 6 classroom inter-visitations, where they rate their colleagues and incorporate specific strategies into their daily instruction.
- 6. By June 2013 75% of staff should be effective in a minimum of 16 components.
- 7. If the above plan is effective student achievement, classroom management, planning will be better aligned to college readiness giving FPA students the opportunity to be better prepared for post-secondary options.

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

- 1. Throughout year-admin conducts informal observations of professional practice (Ongoing)
- 2. Teacher completes self-assessment & rates own performance using Framework (September)
- 3. Administration and teacher hold conference to set goals for year (September/ October)
- 4. Instructional leads are selected to participate in Danielson trainings at participating schools (September)
- 5. Informal and formal observations are conducted with post lesson conversations highlighting areas of strength and growth (September – Ongoing)
- 6. Instructional leads turnkey information to the Frances Perkins Academy staff. (October – Ongoing)
- 7. Teachers form study groups to structure a growth plan (November)
- 8. Groups meet monthly; hold professional discussion & implement growth plan (November – Ongoing)
- 9. Teacher and administration hold reflective conference and formulate growth plan for following year. (May/June)

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

- 1. Incorporation of strategic programming that allows administrator and internal training alongside external trainers.
- 2. Purchase and supply available technology for video recording of lessons, debriefing and supporting next steps.
- 3. Year-long professional development calendar supporting each of the components linking professional development
- 4. Budget considerations for 2013-14, and beyond

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Not Applicable

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

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

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

1.

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

3.

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

1.

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

1.

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

1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

### 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. <i>repeated readings, interactive writings, etc.</i>)</b>	<b>Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)</b>	<b>When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)</b>
<b>ELA</b>	ELA teachers use Independent and guided reading, annotation to cite evidence, Socratic Seminars and technology as a catalyst to improve reading comprehension and writing skills. English teachers focus on how they can get students to read, write, listen and speak.	Small group instruction, zero period tutoring	During the school day
<b>Mathematics</b>	Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As regents and PARCC exam approach, teachers focus on strategies to decrease test anxiety. Math teachers also use expos where students demonstrate learning through a variety performance tasks. Math teachers focus on how they can get students to read, write, listen and speak.	Small group instruction, zero period tutoring	During the school day
<b>Science</b>	Science teachers facilitate in-class labs and use technology to provide students with opportunities to conduct experiments literally and virtually. Students use skills in literacy and observation. Science teachers focus on how they can get students to read, write, listen and speak.	Small group instruction, zero period tutoring	During the school day
<b>Social Studies</b>	Social Studies teachers use current events to connect history with the present. They use the small group instruction during the school day and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions. Social Studies focus on how to get students to read, write listen and speak.	Small group instruction, zero period tutoring	During the school day

<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>The Guidance Counselors provide services aligned with student needs. Some of the topics include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.)</p>	<p>Whole class discussion, small group and individual counseling</p>	<p>During the school day</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.
<ul style="list-style-type: none"> <li>• Frances Perkins Academy staff members participate in professional development twice a week during common planning time.</li> <li>• Professional development is provided by outside consultant ten times per term for individual teacher support.</li> <li>• All staff members participate in inter-visitations in and out of school.</li> <li>• Our network provides multiple opportunities for staff to participate in professional development to support SWD's, ELL's, Common Core Learning Standards and pedagogical strategies.</li> <li>• All new teachers are mentored throughout the year by seasoned effective veterans.</li> <li>• We are a spotlight school for the support we do with SWD's therefore other school visit our site for feedback on strategies.</li> <li>• Beginning, middle and end of the year conferences with teachers around movement towards established goals.</li> </ul> <p>We conduct a rigorous interview process where a hiring committee comprised of Principal and staff in consultation with the Network. We use targeted professional development by Network. We also have a in-house mentoring program where senior teachers mentor new teachers. We have weekly meetings between principal and new teachers. We have incorporated beginning, middle and end-of-the-year conferences held by principal with all teachers. There will always be travel opportunities for teachers. Administrative staff and coaches regularly attend citywide and network hiring fairs to identify and recruit highly qualified. Through the use of our website and connections to a number of teaching programs we are also able to recruit teachers from programs such as NYC Teaching Fellows, Teach for America and NYU.</p>

**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).
<ul style="list-style-type: none"> <li>• Staff participates in ASCD trainings with educators from across the world.</li> <li>• Staff works with two common core instructional leads.</li> <li>• Network provides summer opportunities for staff to be trained in CCLS</li> <li>• FPA is a PARCC assessment field testing site where we take part in CCLS practice exams.</li> <li>• Teacher participate in data driven instructional alignment to CCLS standards</li> <li>•</li> </ul> <p>Teachers have the opportunity to attend professional development and inter-visitations at network schools. As a school we also hold in house professional development through a number of vendors and outside contractors. Teachers receive differentiated professional development from the instructional coach. Common planning time and professional learning communities are part of the master schedule.</p>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Decisions around using specific funds are decided by the principal with support of the school community. All stakeholders provide input and reasoning for spending allocations. Through these discussions FPA is able to make sound judgments on how to support our students in various situations and follow up with support and specific programs.

**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.).

**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.

Currently FPA staff creates their own interim assessments based on the state and CCLS standards. All data is collected and analyzed in house. Based on results, we create professional development plans alongside the network and outside consultants. The consultants, networks and school community provide support to develop ways to improve instructions based on the data. Conversation around improvement continues throughout the semester as teams meet twice a week during common planning periods.

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

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

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

### **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school; a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

Frances Perkins Academy High School, in compliance with Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, has implemented a parent involvement policy strengthening the link between the school and the community. FPA's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on the School Leadership Team, Parent Teachers Association, and Title I Parent Committee, as trained volunteers and as members of the school professional development advisory council.

The FPA 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. In developing the FPA Parent Involvement Policy, the FPA PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. The FPA community will conduct an annual review prior to the end of the school year 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. The parent involvement policy will be distributed to all Title I parents during intake, at the beginning of the school year for returning

families, and throughout the year during the admissions process.

To increase and improve parent involvement and school quality, FPA 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 -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 to serve as a liaison between the school and families. The Parent Coordinator 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. These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home. 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.;
- 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, School 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; MDPHS 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; MDPHS 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 -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 through Learning Leaders;
  - 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;

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);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**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>14</b>	Borough <b>Brooklyn</b>	School Number <b>632</b>
School Name <b>FRANCES PERKINS ACADEMY</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>Kevin Bryant</b>	Assistant Principal
Coach	Coach <b>type here</b>
ESL Teacher <b>Leonel Toromoreno</b>	Guidance Counselor <b>Deantonio Mitchell</b>
Teacher/Subject Area <b>Linda Bond/ELA</b>	Parent <b>Maria Valentin</b>
Teacher/Subject Area <b>Marlene Gabiddon</b>	Parent Coordinator <b>Jazzy Rivera</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</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	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>158</b>	Total number of ELLs	<b>12</b>	ELLs as share of total student population (%)	<b>7.59%</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>														
Pull-out										2	4	1	3	10
Discrete ESL class										0	0	0	2	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	4	1	5	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	4
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	4

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	7	2		2			3			12
Total	7	2	0	2	0	0	3	0	0	12

Number of ELLs who have an alternate placement paraprofessional:

### 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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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	1	0		3

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)										0	1	1	1	3
Advanced (A)										0	2	1	2	5
Total	0	0	0	0	0	0	0	0	0	2	4	2	3	11

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (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	3		1	
Integrated Algebra	7		5	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	3		3	
Living Environment	5		2	
Physics				
Global History and Geography	2		2	
US History and Government	2		1	
Foreign Language	3		2	
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.

Newly admitted ELLs are administered the LAB-R, which assesses their ESL skills. Once results are analyzed, students are then properly placed within the adequate amount of time according to their skill level, i.e. basic, intermediate, or advanced. The student schedules coincides with the periods of support with our ESL teacher. In classes where students have trouble understanding written and spoken English a Spanish speaking para-professional will also be utilized.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT data show that the ELLs are making incremental gains on the assessment by moving to the next proficiency level to become English language proficient. We currently have one newcomer who has had difficulty making the transition in his second year of making significant gains on the NYSESLAT

After reviewing the NYSESLAT data, the patterns revealed are:

ELLs tend to develop their speaking and listening skills faster than they do reading and writing, which take longer to master since the latter take longer to emerge.

Most ELLs tend to move faster from basic to intermediate than they do from intermediate to advanced levels; however, once they reach the advanced level, they tend to take longer to test as proficient, which is not surprising, since Second Language Acquisition research shows that it can take many years until proficiency is achieved due to the challenge of acquiring the academic language.

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 implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT results. Based on those results, we will continue to target language development across the content areas, creating opportunities for active meaningful engagement; and provide instruction during zero period sessions which meet from Monday through Thursday, as well as push in pull out opportunities for support specifically to our Spanish speakers in order to meet students' needs at their respective academic levels.

The implications for the LAP in English are to continue to have highly qualified teachers providing instruction; foster continued collaboration between the ELA and ESL teachers; analyze of English language data to become well informed about each ELL; provide professional development for all teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in their respective content areas. ELL students who are performing below grade level will attend zero period. We are also working with the idea of providing small group instruction under the supervision of our ESL teacher during the day to work on specific vocabulary words to support functionality in all classes.

The implications for the LAP in math are to continue to have highly qualified teachers providing instruction; promote continued collaboration between the math teacher and ESL teacher; analyze the math data to become well informed about each ELL; provide professional development for math teachers in ESL teaching and learning strategies. Additionally, teachers will use technology to better engage the ELLs in the content area. ELL students who are performing below grade level will attend zero period.

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?

After reviewing the NYSESLAT data, the patterns revealed are:

Speaking and Listening are in line with the general abilities for the majority of the students. It is the Reading and Writing skills that students usually take longer to master. Due to the fact that students are taking a longer time to read and write in English they are required to provide extended responses. A number of leveled books have also been bought to support ELL's in language acquisition. Our ELL also participates in the use of our Academic vocabulary initiative. Through these various modalities we will see an increase in comprehension of all ELL students.

Most students have moved from the basic to the intermediate level between one and two years. The intermediate level students have also progressed in a similar rate. However, once they reach the advanced level, they do not test as proficient for several years.

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](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Emerging ELLs are given support through scaffolding, targeted grouping when they work in groups, and zero period. In English class they are supported with a Spanish speaking paraprofessional for instant support. In classes where students need the most support they receive information in their native language which is scaffolded in a way increase English acquisition. Many of the decisions on the classroom level are made through formative and summative assessments. The leadership uses formative and summative assessments along with parent surveys and the students educational background to make schoolwide and individual instructional decisions.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
 N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We measure the success of our ESL program based ELLs' performance on the NYSESLAT, REGENTS exams, as well as on their core subject classes. Moving forward we will begin developing goals for our ELL's to monitor progress because the population is so small.

## 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](#).)  
  
High School enrollment requires that parents complete a Home Language Survey (HLIS) to identify the child's language proficiency. If the child is identified as an eligible candidate for ELL instructional services, the Language Assessment Battery (LAB-R) is given to identify the student as proficient or not proficient in English within 10 days. The LAB-R is administered by our ESL teacher Mr. Toromoreno. We have staff members who can interview students and parents in their native languages. Initial screening is performed by Mr. Leonel Toromoreno, the licensed ESL teacher, Ms. Jazzy Rivera, the Parent Coordinator and Ms. Mercedes Chevere, paraprofession who all speak Spanish. New ELLs then take a Language Assessment test, the LAB-R, so that they can be placed adequately.
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.  
Parents are informed that Frances Perkins Academy offers an ESL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. We collected home surveys for every student enrolled at Frances Perkins Academy and evaluated the results to determine translation needs. We also interview each family upon registration to determine language needs. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages on the DOE website. Parent brochures are disseminated in their native language to

enrich the understanding each available program. Frances Perkins Academy offers Discrete English as a Second Language classes to conform to the parental choice selections.

Because Frances Perkins Academy is a small school, parents are informed that Transitional Bilingual Education (TBE) or Dual Language programs are not available. Students and parents that want to attend Frances Perkins Academy once a TBE or Dual Language program has been created will be notified via phone and/or email.

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](#)].)

Parents are informed that Frances Perkins Academy offers an ESL program only at High School Fairs, Student and Parent Orientation programs, Summer Orientation, at the enrollment centers and upon on-site enrollment. During these times entitlement letters are distributed to families. We collect home surveys for every student enrolled at Frances Perkins Academy and evaluate the results to determine translation needs. As documents are collected information is input into ATS under the ELPC screen within 20 days. All documents are collected and stored in our testing room alongside our regents examinations. We also interview each family upon registration to determine language needs.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information video where program placement options are presented with clarity and objectivity. This parent orientation video is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding each available program. Frances Perkins Academy offers Discreet Freestanding English as a Second Language classes to conform to the parental choice selections.

Because Frances Perkins Academy is a small school, parents are informed that Transitional Bilingual Education (TBE) or Dual Language programs are not available.

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.

Students are identified through ATS in preparation for the NYSESLAT. All students are given a specific days to take the examination. Students that miss a portion of the test take part in our make up days for their specific sections. The testing coordinator Kaydianna O'Malley creates the procturing schedule that is followed by our ESL teacher to ensure 100% completion rate. Due to our small number of ELL's we do not have to utilize a lot of resources. Students take each modality separately to ensure they have sufficient time. Also, students are placed in a room which accomodates them comfortably. For the speaking part of the test, they are tested by a teacher other than their ESL teacher as per new regulations implemented during the 2012-2013 school year.

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.  Thus, to ensure that families are aware of the program we offer, our parent coordinator, Ms. Rivera, who meets individually with incoming students and their parents, reviews all three services that are common within the board of education (Trans B, Dual Lang and Freestanding) During this meeting, which happens within during the first three days of school or whenever new EELs are admitted, the three programs are explained in detail; what the program entails, how similar or how different they are. In addition, we utilize the brochure that is published by the ELL Office and that can be found within the high school handbook. Additionally, families and students are shown, using insideschools.org, the different ELL/ESL programs that are offered by the DOE. To finalize the meeting, a table of organization is reviewed with each family member explaining the titles and certifications of all staff members includign ELL/ESL staff. Most parents choose the discrete ESL program once informed of the choices they have. They are also told that because we are a small school, we will most likely not offer other ESL programs besides the one we currently do.

## 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])?
    - 1a. Our organizational model is discrete. Students have daily ESL classes according to their proficiency levels, i.e. 540 minutes/week for beginner, 360 minutes/week for intermediate, and 180 minutes/week for advanced level ELLs
    - 1b. Classes are ungraded and heterogeneous, i.e. levels are divided into: beginners and low intermediate; high intermediate and advanced. Also, a Global History class is co-taught within the pull out/push-in model.
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)?

Depending on their proficiency level, students receive from 180+ to 540+ minutes a week of discrete ESL, Global History, and zero period, taught by Mr. Toromoreno, our licensed ESL teacher. Beginning students receive 540 minutes of ESL instruction weekly; intermediate students receive 360 minutes weekly of ESL instruction weekly. Advanced-level students receive 180 minutes of ESL instruction weekly. Students receive mandate units for the duration of the entire 2013-14 school year. Our program contains 12 students from four grades, and they range from beginners to advanced. They all attend English (ELA) 240 minutes per week. Push-In assistance and Pullout classes are also offered as mandated by the CR Part 154.

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 foci for the sessions are: literacy needs of ELLs; differentiated instruction; inquiry model, scaffolded instruction with the support of technology in the teaching and learning of ELLs. Since the school offers a discrete ESL program, students receive ESL support during their ESL classes, push-in and pull-out, as well as their Zero Period intervention classes. Each of those classes takes place five times a week. Frances Perkins Academy has been implementing the rigor of the Common Core Learning Standards since the 2012-2013 school year across subjects. Thus, ELLs have been adapting to the new criteria systematically.

Collaborative planning between ESL and English teachers develop strategies to make content accessible to our ELL's.

□ Scaffolding is an essential part of the instructional delivery, such as modeling and bridging, schema building, contextualization, text representative and metacognition.

□ Assisting student during work periods, conferencing with student in and out of class, informal assessments, and running records.

□ Additional small group AIS sessions for students and Regents review with a focus on literacy and academic language as per CCLS.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

□ Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

□ Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.

□ Social Studies, Science, and ELA teachers scaffold their instruction with visual aids such as graphs, pictures, maps, atlases, and meaningful illustrations to increase comprehension.

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

4. Students are evaluated by taking the LAB-R when they are first admitted. Since the LAB-R is offered in English and Spanish, speakers of other languages take the LAB-R in English. They are not evaluated in their native languages during the academic year.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are taught and tested for the four skills throughout the year. Students receive feedback and are constantly coached by their ESL teacher. They are also introduced to the NYSESLAT testing standards by practicing NYSESLAT appropriate materials that prepare students for their annual assessment test.

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).

Differentiated instruction to subgroups

- Plan for Newcomers

When a new student registers at Frances Perkins Academy, we provide the following resources to facilitate the transition:

- an informal student orientation

- systematic checkin from ESL instructor

- Academic Intervention Services after school (AIS)

- Plan for SIFE students

We only have two students who are considered SIFE. In order to provide the services they need, SIFE students see Mr.

Toromoreno during his Zero period classes for additional support. Each SIFE has an individualized AIS plan based on a needs assessment that focuses on literacy and numeracy. Teachers will continue to be trained in differentiation methods and strategies.

- Plan for ELLs receiving service 4 to 6 years

The plan for our ELLs receiving service four to six years is to target reading and writing instruction during their zero period as well as their ESL and/or Global History and ELA classes.

- Plan for Long Term ELLs

The plan for our four long term ELLs is to target reading and writing instruction; provide zero period opportunities; monitor the progress of students in all content areas; provide professional development on teaching and learning strategies for long term ELLs.

Former ELLs receive additional help during their ELA classes, which is co-taught by Ms. Bond, the ELA instructor, and Mr. Toromoreno, the ESL teacher. They also receive additional support during zero period.

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 emphasis given to teach ELLs are:

literacy needs of ELLs

differentiated instruction

inquiry model

scaffolded instruction with the support of technology in the teaching and learning of ELLs.

Since the school offers a discrete ESL program, students receive ESL support during their ESL classes as well as their zero period classes. Each of those classes takes place four times a week.

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?

ELLs and SWDs interact with other general education students in various settings such as content area classes, zero period, gym, lunch, fieldtrips, and after-school activities such as tutoring, sports practice and creative writing .

**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**

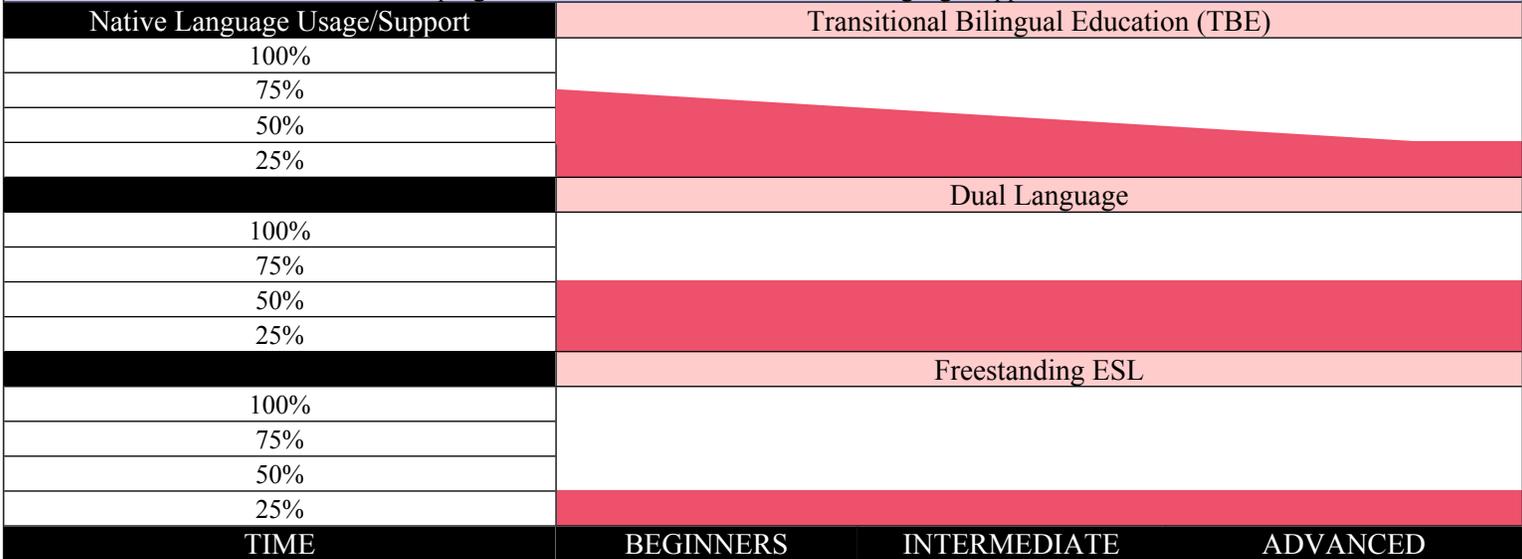
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<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.

ELLs receive additional support during zero period classes. Also, content area teachers meet with the ESL teacher weekly to ensure various strategies are used to target the ELL population. All groups are addressed depending on what their needs are. Services are offered in English as well as in their native language thanks to the support from former ELLs or students who speak the same language as the target group. Said students receive community service credit hours.

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 effectiveness of the current program is progressing as students are progressing with NYSESLAT result in reading and writing which takes the most time for improvement. In our content classes our ELL students are feeling more comfortable in presenting material in their classes as well as increasing the length of their writing incorporating academic language.

11. What new programs or improvements will be considered for the upcoming school year?

The use of the reading website [www.tweentribune.com](http://www.tweentribune.com), which features topics about animals, fashion, entertainment, school, science, technology, national and world news written by kids and professional journalists will be implemented during the current school year. We are also incorporating Word by Word text book which works in increasing the overall vocabulary of all of our ELL's

12. What programs/services for ELLs will be discontinued and why?

There are no plans to discontinue any present programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs have the same access to programs as non ELLs. We currently offer zero period to ELLs, creative writing club, and sports after-school programs. Students are notified by teachers, the parent coordinator, and social workers about such activities, just like all the other general education students, and once they show interest they are invited to participate in a/m activities if they are not already part of their regular schedule. Once students are signed in, they fully participate in the activities that are offered.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The Frances Perkins Academy ESL program uses a variety of textbooks, novels, bilingual and picture dictionaries, authentic materials such as newspaper articles, and the Internet. When studying for the NYSESLAT, students utilize the textbook: Getting Ready for the New NYSESLAT.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is provided during sessions when former or senior ELLs tutor current ELLs

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Paste response to question here:

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.

Before the beginning of the school year, new ELLs are invited to participate in our freshman orientation sessions offered in August. New ELLs attend zero period four times a week with their ESL teacher.

18. What language electives are offered to ELLs?

No language electives are offered at this time except for Spanish.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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.

1. Professional development at Frances Perkins Academy is provided by the following staff to all teachers:

- The Principal
- network 403
- Subject area teachers

2. DOE training staff as well as a network leader have provided professional development regarding the implementation of Common Core Learning Standards. Also, Frances Perkins Academy teachers provide PD's during their Working Wednesday PD's.

3. Middle school students participate in two introductory sessions into high school: one at the end of June and the other one at the beginning of September.

3. ELL Training?????  
?????

Beyond ESL teaching strategies, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make written and oral explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

## 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 school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents of special needs students, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

Translation and Interpretation Services: These services are offered to increase the involvement of parent of the students in the ESL program. Additional funding is available to translate important policy documents, mainly in Haitian Creole.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Frances Perkins Academy**

**School DBN: 14K632**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin Bryant	Principal		11/14/13
	Assistant Principal		1/1/01
Jazzy Rivera	Parent Coordinator		11/14/13
Leonel Toromoreno	ESL Teacher		11/14/13
Janice Harris	Parent		1/1/01
Linda Bond	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Deantonio Mitchell	Guidance Counselor		11/14/13
Nathan Dudley	Network Leader		11/14/13
	Other		1/1/01

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

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

DBN: **14K632**      School Name: **FRANCES PERKINS ACADEMY**

Cluster: **4**      Network: **403**

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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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.

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Frances Perkins Academy. Then we evaluate the results to determine translation needs. We also interview each family upon registration to determine language needs. Once that has taken place, we keep the collected information in files, which are at the principal's secretary office.

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.

Our findings revealed that the three languages for which translation services are needed are Spanish, Bengali, and French / Haitian Creole. Our school community was informed in the following manner:

The makeup of our parent population is:

- 1 Bengali
- 10 Spanish
- 1 French/Creole

Number of parents who need translation services

- 1 Bengali
- 8 Spanish
- 1 French/Creole

Please note that when need to communicate with some of those parents arises, often times they rely on the help of older children, cousins, or

other relatives who are fluent in English and are available to help.

- a) all school personnel were informed of language needs during our staff meetings
- b) school personnel receives a weekly newsletter for substantial school updates and language needs are communicated in this manner
- c) updates are also conducted during grade-level or department level 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.

The written translation services offered at Frances Perkins Academy are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. In order to ensure timely provision of translated documents to parents in need of language assistance services, we make sure that deadlines are taken into consideration so that information can be delivered in a timely fashion.

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.

As to oral translation, should a parent visit the school, the following systems are in place: Both Ms. Rivera and Mr. Toromoreno, Parent Coordinator and ESL teachers respectively, are available to translate from Spanish. Ms. Menuau is available to translate Haitian/ Creole. Currently, no Bengali speaker is available. However, for such we may rely on the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.

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>.

The written translation services offered at Frances Perkins Academy are provided by the Translation & Interpretation Unit at <http://schools.nyc.gov/Offices/Translation/default.htm>. Regarding oral translation, we also rely on Spanish and French Creole speakers on-site, as well as the DOE translation services provided through the telephone at (718)752-7373, which offers live translation.