

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: PARKSIDE PREPARATORY ACADEMY @ MS 2

DBN (i.e. 01M001): 17K002

Principal: ADRIENNE SPENCER

Principal Email: ASPENCE1@SCHOOLS.NYC.GOV

Superintendent: CLARENCE ELLIS

Network Leader: MATTHEW MELCHIORRE

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP 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 document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Adrienne Spencer	*Principal or Designee	
Arthur Slifkin	*UFT Chapter Leader or Designee	
Vanessa Rosser	*PA/PTA President or Designated Co-President	
Jawara Hudson	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Cheryle Ledlum	Member/ Parent	
Charlotta Forde	Member/ Parent	
Therdanna Andrews	Member/ Parent	
Sherley Hemphill	Member/ Parent	
Joanne Noel	Member/ Teacher	
Linor Castro	Member/ CSA	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

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 2015, 90% of teachers will show an increase in proficiency levels on the Danielson Rubric, components 3c and 3d and 1e which will be further indicated by all students demonstrating progress towards achieving state standards as measured by a 3% increase in students scoring levels 3 and 4 on the New York State (NYS) Common Core English Language Arts (ELA) assessments. This will indicate a minimum growth from 20.4% to 23.4%.

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.

2013-2014 Quality Review states areas of need:

- Strengthen teaching practices to ensure that teachers consistently provide multiple entry points and engage students in high levels of thinking to increase students' achievement.
- Improve school wide assessment practices and use of on-going checks for understanding so that adjustments to instruction effectively meet all students' learning needs

2012-2013 Progress Report indicates 3.1 out of 17 points for Closing the Achievement Gap

Middle School Snap Shot 2013-2014 indicates:

- That the NYS Common Core exam conducted in 2014, 20.4% of students were proficient in ELA.
- This reflected a 1.3% growth in student performance over 2013 in levels 3 and 4.
- The average student proficiency for ELA is 2.4 out of 4.5. The percentage of students passing core courses was 86%.

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. Frequent cycles of teacher observation with actionable feedback focusing on Danielson components 3c, 3d and 1e.
2. Ongoing teacher team meetings to identify reading strategies to implement and further strengthen reading comprehension e.g. SUPER IT, RACE and RAFT.
3. Analysis of student work
4. Literacy training for all teachers
5. Identify each student's baseline reading levels
6. High level, rigorous, grade-level instruction incorporating multiple entry points using Universal Design for Learning and utilizing Webb's Depth of Knowledge rubric

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

1. Principal, Assistant Principals
2. All teachers
3. All teachers, administrators
4. Administrators, Lead teachers, subject ambassadors, Network, other resource personnel
5. Teachers, Coordinators
6. Teachers

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

1. Danielson rubric, movement up the scale to effective/highly effective
2. Documentation showing sharing through inquiry; instructional implementation in classrooms, school wide assessments, student work samples
3. Collection and analysis of student work including quick writes, exit slips, after school wide mid and final unit assessments and performance tasks
4. Implementation of literacy strategies shared at Faculty meetings, teacher team meetings and professional development days seen in all subject areas including the use of learning targets, engagement strategies and assessment strategies.
5. Pre/Post Reading Level assessments
6. External professional development Training and Webinars

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

1. September 2014 – June 2015 – Cycles of observations and feedback

2. September 2014 – June 2015 – ongoing teacher team meetings
3. September 2014 – June 2015 – data analysis
4. September 2014 – June 2015 – Literacy PD
5. September 2014 – June 2015 – Tracking student reading levels
6. September 2014 – June 2015 – Modifications of instruction

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

1. Cycles of observation and feedback using Danielson Framework, with additional support from EngageNY, MOSL resources, ARIS Learn.
2. Collaborative Consultancy protocol used to examine concerns identified after examination of data and used for strategy sharing and the creation or adaptation of action plans to address concerns.
3. Weekly Professional Development (PD) sessions when student data gathered from class assessments, grade and school assessments will be analyzed for areas of concern and to plan for instruction
4. Literacy PD will be provided in-house, through webinars or network support including NYCDOE PD sessions, Expeditionary Learning PD sessions, PD books, magazines, updates, Internet resources etc.
5. Performance Series will be utilized to track student reading levels; teacher conferences during independent reading sessions
6. Professional learning communities, teacher teams, training and development

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).

There will be ongoing meetings, workshops with parents to include school goals, school data, common core literacy standards, parent involvement policy, AIS, Students' Levels of Performance, Strategies to assist at home and one to one meetings.

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

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

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 2015, 90% of teachers will show an increase in proficiency levels on the Danielson Rubric, components 3c and 3d and 1e which will be further indicated by all students demonstrating progress towards achieving state standards as measured by a 3% increase in students scoring levels 3 and 4 on the New York State (NYS) Common Core Math assessments. This will indicate a minimum growth from 15.7% to 18.7%

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.

2013-2014 Quality Review states areas of need:

- Strengthen teaching practices to ensure that teachers consistently provide multiple entry points and engage students in high levels of thinking to increase students' achievement.
- Improve school wide assessment practices and use of on-going checks for understanding so that adjustments to instruction effectively meet all students' learning needs

2012-2013 Progress Report indicates 3.1 out of 17 points for Closing the Achievement Gap

Middle School Snap Shot 2013-2014 indicates:

- The NYS assessment data shows that for the NYS Common Core exam conducted in 2014, 15.7% of students were proficient in Math.
- This reflects a 2.0% decrease in levels 3 and 4 proficiency from 2013.
- The average student proficiency for Math is 2.3 out of 4.5. The percentage of students passing core courses was 86% in Math.

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. Frequent cycles of teacher observation and actionable feedback, especially targeting Danielson components 3c, 3d and 1e.
2. Process of inquiry
3. Analysis of student work
4. Math training for all teachers
5. Identify each student's baseline reading levels
6. High level, rigorous, grade-level instruction incorporating multiple entry points using Universal Design for Learning and utilizing Webb's Depth of Knowledge rubric

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

1. Primary and secondary evaluators
2. All teachers and administrators
3. All teachers, administrators
4. Administrators, Lead teachers, subject ambassadors, Network, other resource personnel
5. Teachers, Coordinators
6. Teachers

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

1. Danielson rubric, movement up the scale to effective/highly effective
2. Documentation showing sharing through inquiry; implementation in classroom, school-wide assessments, student work samples
3. Collection and analysis of student work including quick writes, exit slips and after school-wide mid and final unit assessments and performance tasks
4. Implementation of literacy strategies shared at Faculty meetings, teacher team meetings and professional development days seen in all subject areas including the use of learning targets, engagement strategies and assessment strategies.
5. Pre/Post Math assessments
6. External development training and Webinars

4. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015, Frequent Cycles of actionable feedback

2. September 2014 – June 2015, Inquiry
3. September 2014 – June 2015, Data Analysis
4. September 2014 – June 2015, Math PD
5. September 2014 – June 2015, Flexible Grouping
6. September 2014 – June 2015, adjustments to instructional practices/curriculum maps/curriculum units

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

1. Cycles of observation and feedback using Danielson Framework, with additional support from EngageNY, Measures Of Student Learning (MOSL) resources, ARIS Learn.
2. Norming using the Bondi Protocol (Collaborative Consultancy), then weekly teacher team meetings, monthly departmental meetings, monthly faculty meetings and other sessions including Election Day Professional Development (PD), Chancellor’s Day PD.
3. Norming using Bondi Protocol (Collaborative Consultancy) followed by weekly teacher team meetings, monthly departmental meetings.
4. Weekly teacher team meetings year round, Monthly faculty meetings, pre-determined PD days, monthly PD sessions provided by Network in house or other sites, NYCDOE PD sessions, Expeditionary Learning PD sessions, other agencies, PD books, magazines, updates, Internet resources
5. Parents to monitor students’ work at home
6. Professional learning communities, i.e. Teacher teams, training and development

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).

Our goal is to increase the learning survey report from 9.4% to 11.4%, a 2-point increase. The two areas in need of improvement are engaging parents and safety and respect. Even though the school improved in safety and respect and in communicating with parents, there is still need to engage parents in a more active partnership and promote parent engagement.

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

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

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 2015, 100% of teachers will show growth in developing professionally as measured by the proficiency levels of Danielson's rubric- A Framework for Teaching (component 4e), as well as data from observations, students' work and student outcomes on State exams.

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.

Formal and Informal observation data indicate that the quality of instruction has improved. However, the teaching model utilized in most classrooms lacks rigor, depth and differentiation. Questioning and discussion techniques need to be developed to promote higher levels of critical thinking skills. Data needs to be utilized more effectively to impact improvement.

2013-2014 Quality Review states areas of need:

- Strengthen teaching practices to ensure that teachers consistently provide multiple entry points and engage students in high levels of thinking to increase students' achievement.
- Improve school wide assessment practices and use of on-going checks for understanding so that adjustments to instruction effectively meet all students' learning needs

2012-2013 Progress Report indicates 3.1 out of 17 points for Closing the Achievement Gap

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. Professional Development
2. Frequent cycles of observation and actionable feedback
3. One to One Meetings
4. Mentoring

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

1. School personnel, network resources, mentors
2. Primary and secondary evaluators, network resources
3. School personnel, subject area ambassadors
4. Mentors/mentees, school personnel, subject area ambassadors

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

1. Danielson's rubric showing increased levels of effectiveness;
2. Review of lesson plans; pre and post observation meetings, continued cycles
3. Review and examination of artifacts, unit plans, lesson plans, adaptations made to unit/lesson
4. Increased knowledge; building bank of strategies which are applied to teaching; improved work products.

4. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
2. September 2014-June 2015
3. September 2014-June 2015
4. September 2014 – June 2015

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

1. PD on Universal Design for Learning/differentiation of instruction; rigor in classroom discussion; increased level of student engagement; implementation of well-developed questioning techniques that encourage critical thinking skills; more comprehensive approach to lesson delivery; review of best practices; use of Danielson's Framework
2. Increase teacher effectiveness to ensure adaptation of competencies covered in workshops; data from frequent observation cycles showing improved delivery of

instruction; data from frequent observation cycles showing increased rigor in instruction

3. Review of lesson plans and providing actionable feedback to staff, students and parents; focus on more student centered inquiry with activities which promote higher order, critical thinking skills and deep student engagement; use of student data to improve instruction.
4. Provision of mentors to increase knowledge, provide support and effect change, improved instructional strategies and improved work product

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).

Ongoing communication with parents regarding programs; provide materials and training to help parents with their children to improve their achievement, e.g. Literacy, Math Common Core Standards and the use of technology; provide assistance to parents in understanding the New York State (NYS) Common Core standards; provide a Parent Resource Center; provide multiple methods of contacting parents, e.g. phone calls, newsletters, flyers, mail, e-mail, home visits, etc.; provide materials and contacts in their preferred language; institute a w-way system of engaged communication

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

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

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 30, 2015 Parkside Preparatory Academy will have developed structures and protocols that garner input from all stakeholders to allow students to have a greater voice in decision-making regarding school culture as measured by student surveys, minutes/notes from student council or government meetings, and other student voice mechanisms

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.

2012-2013 Progress Report indicates 3.1 out of 17 points for Closing the Achievement Gap.

The New York City (NYC) School Survey 2013-2014 showed that 63% of students reported that they were excited about the school's curriculum, instruction and assessment practices; 65% of students felt that students treated each other with respect and suspension data showed high suspension rates.

Therefore we will develop structures for a culture of social and academic excellence that will be seen in the areas of Academic Expectations, Communication, Engagement, Safety and respect as evidenced in the NYC School Survey.

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. Identify student leaders to serve on the Student Congress to ensure greater student voice to decrease number of student suspensions
2. Assess and revise curriculum maps with a focus on integration across content areas.
3. Creation of "teacher volunteer" student clubs to enrich after school opportunities for students
4. Increase satisfaction by parent, student and staff on NYC School Survey
5. Increase number of students taking and passing Regents exam
6. Increase scholarship data
7. Increase entry to specialized high schools
8. Increase number of students participating in extra-curricular activities
9. Increase teachers' participation in PD sessions (outside of school)

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

1. Dean, guidance counselor, teachers, parents, administrators
2. Teachers, administrators, parents, students
3. Teachers, administrators
4. Teachers, Academic Intervention Services (AIS) coordinators, administrators
5. Guidance counselor, teachers, parents, administrators
6. Teachers, administrators, guidance counselor, AIS coordinator
7. Teachers, administrators, Network

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

1. Monitor student suspensions
2. Parent, student and staff surveys during the school year. Compare results on School Survey from year to year
3. Monitor student scholarship data for the end of marking periods to determine student readiness for exam.
4. Progress reports at the end of every unit to determine whether students are meeting learning targets
5. Monitor student scholarship data and progress reports to determine readiness for Specialized High School (SHS) exam.
6. Monitor numbers of students participating in extra-curricular activities on a monthly basis.
7. Identify PD activities available by Network and DOE; Encourage teacher participation in relevant PD; Monitor teacher PD logs and School PD logs.

4. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015

2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015
6. September 2014 – June 2015
7. September 2014 – June 2015

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

1. Case conferences with students and parents; guidance intervention, behavioral intervention plans, Respect for All; assigning mentor/advisor to students; student recognition celebration; Guidance Counselor will conduct “anti-bullying” and “violence reduction” lessons and school wide activities; peer mediation review
2. Analysis of NYC School Survey data; student government; PTA; teacher focus groups will meet with administration to discuss Learning Survey issues; conduct in-house needs assessment.
3. Assessment before identification and recommendation of students; afterschool Regents Prep classes; develop study guides; enrichment/accelerated classes
4. Teacher team meetings by grade and content ; review and analysis of MOSL, Performance Series and in-class assessments to provide direct intervention and remediation; review lesson plans, teaching methods and assessment tools; provide parents with Unit Progress reports; teacher observation feedback
5. Guidance counselor will host high school application workshops for parents and students; afterschool exam prep classes.
6. Teachers will use assessment data to establish targeted groups for after school and corrective instruction; inform parents via mail and phone of available programs; communication between afterschool teachers and regular day school teachers where applicable.
7. Provide teachers with PD notices; ensure that all teachers have access to NYCDOE PD link; develop in-house PD calendar; create PD turnkey protocol

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).

Strategies to increase parental involvement include parent workshops to train parents in assisting their children at home; Ensuring that parents are aware of their children’s progress through periodic progress reports and report cards; communication through phone, mail, e-mail, electronic sign, one-to-one meetings re attendance, academic progress, behavior; a fourth parent conference in 2015.

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

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

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.

By June 2015, 100% of all teachers will demonstrate their progress in raising rigor in instruction as measured by moving up in the proficiency levels of the Danielson rubric, as well as classroom observations, analysis of students' work, instructional strategies and analysis of all assessments.

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.

Classroom observations coupled with the results of the state assessments reveal a need for increased rigor in the classroom.

2013-2014 Quality Review states areas of need:

- Strengthen teaching practices to ensure that teachers consistently provide multiple entry points and engage students in high levels of thinking to increase students' achievement.
- Improve school wide assessment practices and use of on-going checks for understanding so that adjustments to instruction effectively meet all students' learning needs

2012-2013 Progress Report indicates 3.1 out of 17 points for Closing the Achievement Gap.

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.

Strategies/activities that encompass the needs of identified subgroups

1. Frequent cycles of teacher observation with actionable feedback
2. Ongoing teacher team meetings to identify gaps and share strategies of improvement of pedagogy
3. Analysis of student work and creation of action plans.
4. Ongoing Professional Development (PD) – In-house, Network, Webinars, instructional bulletins
5. Mentoring

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

1. All teachers and administrators
2. All teachers
3. All teachers and Administrators
4. Administrators, lead teachers, subject ambassadors, network and other resource personnel
5. Mentor teachers, administrators

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

1. Danielson rubric, movement up the scale to effective/highly effective
2. Documentation showing sharing through inquiry, instructional implementation in classrooms, school wide assessments
3. Collection and analysis of student work after administration of assessments and performance tasks.
4. Danielson rubric showing increased levels of effectiveness
5. Documentation on Mentoring tool

Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015
4. September 2014 – June 2015
5. September 2014 – June 2015

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

1. Increase teacher effectiveness to ensure adaptation of competencies covered in workshops; data from frequent observation cycles showing improved delivery of instruction; data from frequent observation cycles showing increased rigor in instruction

2. All grade and subject area teachers meet in large and small groups funded primarily by Fair Student Funding (FSF) and Title I funding
3. All grade and subject area teachers meet in large and small groups funded primarily by FSF and Title I funding
4. PD on Universal Design for Learning (UDL)/differentiation of instruction; rigor in classroom discussion; increased level of student engagement; implementation of well-developed questioning techniques that encourage critical thinking skills; review of assessment strategies; more comprehensive approach to lesson delivery; review of best practices; use of Danielson's Framework.
5. Provision of mentors to increase knowledge, provide support and effect change, improved instructional strategies and improved work product.

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).

Ongoing communication with parents regarding programs; provide materials and training to help parents with their children to improve their achievement, e.g. Literacy Math Common Core Standards and the use of technology; provide assistance to parents in understanding the NYS Common Core standards; provide a Parent Resource Center; provide multiple methods of contacting parents, e.g. phone calls, newsletters, flyers, mail, e-mail, home visits, etc.; provide materials and contacts in their preferred language; institute a w-way system of engaged communication.

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

Citywide instructional funds will be scheduled in per diem and per session to support an increase in collaborative planning and Curriculum unit revisions necessary to improve the effectiveness of instruction.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Programs are research and standards based, web and text based, interactive and adaptive. Programs include guided and independent practice and progress monitoring. Examples: Imagine Learning, READ 180, Focus, Learnzillion, Destination Learning, New York Ready-ELA	Small group assistance, and independent computer based practice	During the school day and after school
Mathematics	Examples: Destination Learning, IXL.com, Khan's Academy, Learnzillion and a variety of similar web based tutorial sites, NY Ready - Math	Small group assistance, and independent computer based practice	During the school day and after school
Science	Examples: Kaplan, NYS Science Coach, Big 8 Science, Measuring up, Reviewing Intermediate Level Science, Baron NYS Grade 8 Intermediate Level Science Test prep	Tier I intervention in classrooms	During the school day, lunch and learn.
Social Studies	Units based on Social Studies standards; Performance Tasks based on Common Core Standards with the focus on close reading of text and writing of explanatory and argumentative essays; Holt McDougal – Eastern Hemisphere – Grade 6 US History – Grades 7 and 8.	Tier I intervention applying reading and writing strategies used in ELA classroom to Social Studies.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling, evaluation, mediation, consultation	Whole class, Small group and one-to-one	During the school day

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

- A. All elements of the *All Title I Schools* section must be completed*.
- 7. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 8. Targeted Assistance (TA) Schools must also complete the *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Parkside Preparatory Academy will utilize the following strategies to attract highly qualified teachers and to ensure that current staff becomes highly qualified. (1) Formulate a recruitment team to coordinate efforts to attract highly qualified staff. (2) Increase the efficiency of the highly qualified teachers already on staff through training and professional development. (3) 10% of Title I funding will be utilized to provide differentiated professional development for current staff to become highly qualified, where needed.

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).
Adopting, and adapting where necessary, new curricula that are aligned to the Common Core standards and immersing teachers into a series of PD sessions that help teachers to become familiar with the rigor needed to successfully impart the skills students need to succeed. These sessions include strategies for engaging students with the material, strategies for ongoing assessment of learning, norming protocols for summative assessments, protocols for working with teacher teams to share exemplars for grade level expectations and progressions, UDL strategies/differentiation, monitoring for accountability and progress.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our school continuously monitors programs, actions and strategies to ensure that they meet the intent and purpose of the Federal and State programs included in the consolidated funds so that the needs of our eligible students are met, including students in temporary housing.

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.
During the previous academic year, teacher teams meet to discuss curriculum choices by the City and State. After curriculum choices are made, appropriate multiple assessments measures are selected and combined with assessments written within the curriculum. A series of mid-unit, end-of-unit, final performance tasks, together with baseline and benchmark assessments are put together in an assessment calendar. A MOSL committee was convened comprising of teachers to determine the MOSL assessments to be administered. The professional development provided regarding the use of assessment results, include the use of the SNAP protocol for norming and scoring assessments. PD sessions were also provided by the city, through curriculum providers, including Pearson and Expeditionary Learning and by the Network. Teachers met in team meetings to share the protocols and information provided at these workshops to evaluate assessment results to create action plans to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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)

I. General Expectations

Parkside Preparatory Academy agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
 - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. Parkside Preparatory Academy will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:

- Elect parents via a survey or volunteerism to assist the school with the development of the plan.
 - Parents from the School Leadership Team and sub-committees of the PTA were encouraged to help develop the plan.
 - Provide awareness about NCLB, the Common Core standards, college and career readiness and Title I programs through our annual Title I meetings, PTA meetings, grade meetings, open-school meeting and Community Education Council meetings.
2. Parkside Preparatory Academy will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
- Conduct fall and spring Title I meetings to discuss the needs and to update and refine Involvement Policies.
 - Hold regular meetings to inform parents of the current school-wide issues and concerns.
 - Conduct a needs assessment survey to ensure that the academic and behavioral expectations are laid out and subsequently met.
 - At PTA monthly meetings, principal will give a monthly report highlighting school progress and needs and send the same report to the Community Superintendent for District meetings.
3. Encourage involvement on school leadership teams, parent advisories etc.
- Proper and timely outreach to parents
 - Coordinating informational meetings and workshops in literacy, mathematics and other core areas
 - Adding a third parent/teacher conference each spring to update parents on students' progress
 - Parents will receive 4 progress reports on students' status.
 - Monthly newsletters, auto-dial, calendars, one-to-one meetings will be implemented to keep parents informed.
4. Parkside Preparatory Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:
- Two Title I meetings will be implemented for parents of "at-risk" students to inform about the goals and purposes of Title I, any Title I programs at the school, the curriculum used with the programs, the academic assessments used to measure student progress and the proficiency levels students are expected to meet.
 - Develop workshops for parents to sharpen their skills in literacy, math and technology.
 - Ongoing open and timely communication via notices, monthly calendar and newsletter, auto-dial, home visits, phone calls, etc.
5. Parkside Preparatory Academy will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

Leadership Team and parent groups will:

- Analyze state and city performance data to assess academic progress for all student groups.
- Evaluate parental involvement policy and trends and revise strategies where needed utilizing a survey, observation of parent attendance, patterns to meeting and parent committee participation.
- Compile all feedback for analysis and revision with administration and parents.

6. Parkside Preparatory Academy will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parent, and community to improve student academic achievement, through the following activities specifically described below:

- A. A parent-school compact was developed and will be distributed at the beginning of each school year.
- B. Parkside Preparatory Academy will provide assistance to parents of children served by our school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

1. Understanding the new NYS Common Core standards

CC State standards will be made available to parents through open houses, workshops, and meetings. Dates, events, school policies, and standards can be published in three local media, i.e. monthly calendars, parents' monthly newsletter, district-wide meetings.

2. How to monitor their child's performance

Student performance will be monitored through:

- Interim report cards
- Individual Student Reports (ISRs)
- Progress reports which reflect learning targets
- ARIS Parent Link
- School visitations
- Response to Intervention (RTI) programs

3. How to help improve their child's performance

Parents will as be invited to participate whenever a school policy is being revised or studied, such as attendance policies. A parent bulletin or newspaper containing helpful study and personal hints will be distributed to parents.

4. Family literacy training/services

III. Discretionary School Parental Involvement Policy Components

- Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;

In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school.

IV. Adoption

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a parent meeting held on October 16, 2014.

This policy was adopted by Parkside Preparatory Academy on October 16, 2014 and will be in effect for the period of 10/14 - 6/17. The school will distribute this policy to all parents of participating Title I, Part A children by October of each year.

Adrienne Spencer

Principal

1. School-Parent Compact

Parkside Preparatory Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2014-2017.

Required School-Parent Compact Provisions

I. School Responsibilities

Parkside Preparatory Academy will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
- Operating in concert with the NYC Department of Education uniform curriculum mandates, high quality curriculum and instruction will be provided to enable students to meet state standards. In addition, Common Core standards and shifts will be implemented in instruction.
- Providing an environment that values order and discipline; promotes safety, excellence, high standards and expectations and rewards accomplishment, effort and achievement.
- Providing avenues of self-expression, wellness and creativity through recreation, the arts, music, sciences, craft and languages.
- Providing opportunities for teacher growth and enhancement.
- Promoting high quality teaching and strategies.
- Providing opportunities for parental involvement and input into planning, review and improvement of the school.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- According to the NYC DOE guidelines, 2 in the fall and 2 in the spring to enhance discussion about student achievement.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - Parkside Preparatory Academy will distribute 4 progress reports, 4 report cards and hold 4 parent-teacher conferences each year.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - During preparatory periods on school time in an area designated (parents' room) and after school where possible, parents and staff will meet to address concerns or issues.

- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
- We entertain an open door policy on parental involvement. However, it is necessary to organize and plan with teachers in advance so that instruction is not interrupted.

II. Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education our priority in our home by:
 - Making sure my child is on time and prepared every day for school;
 - Monitoring attendance;
 - Talking with my child about his/her school activities every day;
 - Scheduling daily homework time;
 - Providing an environment conducive for study;
 - Making sure that homework is completed;
 - Monitoring the amount of television my children watch;
- Volunteering in my child's classroom and or school;
- Participating in decisions relating to my children's education;
- Promoting positive use of my child's extracurricular time;
- Participating in school activities on a regular basis;
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respects, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and New York City Department of Education;
- Supporting the school's discipline policy including the dress code; and
- Express high expectations and offer praise and encouragement for achievement.

Optional Additional Provisions

III. Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning – pens, pencils, books, etc. and an open mind;
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class' rules conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for test and assignments;
- Read at least 30 minutes every day outside of school time;

- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or the adult who is responsible for our welfare, all notices and information we receive at school every day.
- Respect all school personnel and recognize that they are helping agents.

SIGNATURES:

SCHOOL	PARENT(S)	STUDENT

7.
DBN: 17K002

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All School wide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a School wide Program school must identify in its School wide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated School wide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s School wide Program, the amount each program contributes to the consolidated School wide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to School wide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$395,308.98	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan

Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,539,284.00	X	See action plan

¹Explanation/Background:

Title I School wide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, School wide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a School wide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a School wide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated School wide pool to support any activity of the School wide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a School wide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a School wide Program school has the use of all consolidated funds available to it for the dedicated function of operating a School wide Program without regard to the identity of those funds.

Consolidating Federal funds in a School wide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a School wide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its School wide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – School wide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement

standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Parkside Preparatory Academy	DBN: 17K002
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale :

An analysis of the NYSESLAT, NYSITELL , ELA , and Mathematics results demonstrates the need to further support the English language acquisition of all LEP students. The LEPs who are at the Beginning and Intermediate levels of proficiency on the NYSESLAT and NYSITELL, have shown severe deficiencies in all modalities: reading, writing, listening, and speaking. These LEPs are very weak in reading comprehension, academic vocabulary, and syntax. School wide mathematics examinations indicate that the LEP students are performing below grade level in mathematics. We will address the academic deficiencies of LEPs by providing the students direct instruction in ELA and Mathematics via an after school and an Early-bird program. The Title III LEP supplemental program will help LEP students attain English proficiency while meeting state academic achievement standards. Vocabulary instruction will be included.

Sub groups and grade levels of students to be served:

There are currently 31 LEP students in Grades 6 through 8 enrolled in the ESL program. Of this population, twelve are SIFE and four are enrolled in Special Education. The LEP students come from families that speak Haitian Creole, French, Arabic, Spanish, and Fulani. All LEP students are identified through the NYSITELL and NYSESLAT examinations. Fourteen of our students in Grades 6 through 8 are at the Beginning level, ten are Intermediate, and seven are at the Advanced level of proficiency on the NYSESLAT and NYSITELL. During the 2014-2015 school year, all 31 LEPs in Grades 6 through 8, will be served in the Title III LEP supplemental after -school program, at PPA.

Schedule and duration:

The After -School Title III LEP supplemental program will begin on Monday, December 1st, 2014. This program will end on June 18, 2015. There will be three classes. All LEP students will be grouped according to their proficiency levels. Classes will meet on Wednesdays and Thursdays for two hours, from 2:45 PM to 4:45 PM each day on the following dates:

Part B: Direct Instruction Supplemental Program Information

December 3, 4, 10, 11, 17, 18

January 7, 8, 14, 15, 21, 22

February 4, 5, 11, 12, 25, 26

March 4, 5, 11, 12, 18, 19, 25, 26

April 1, 2, 15, 16, 22, 23, 29, 30

May 6, 7, 13, 14, 20, 21, 27, 28

June 3, 10, 11, 17, 18

Language of Instruction:

At PPA, all 31 LEP students are enrolled in a freestanding ESL program, and the language of instruction is English. We also provide native language support in Arabic, French, Spanish, and Haitian Creole.

Number and types of certified teachers :

For the 2014-2015 Title III After School program, we will hire 3 certified teachers to teach this program. One teacher will be a certified ESL teacher, and in order to address the content areas of ELA and Mathematics, there will be a certified Math teacher and a certified ELA teacher. The ESL teacher will work alongside the content area teachers for one hour each.

Types of materials:

To address the academic needs and characteristics of our LEPs, we will utilize the following research-based academic intervention programs which include differentiated lessons for direct instruction: Imagine Learning, READ180 , SYSTEM44 , Destination Math , and FASTT Math . We will also utilize RIGOR, a reading intervention program developed by Margarita Calderon, PhD, a research scientist at Johns Hopkins University School of Education. The RIGOR intervention resources are based on Dr. Calderon's studies of English acquisition. RIGOR materials include age appropriate content area texts, as well as engaging language development activities, phonics, and vocabulary instruction. In addition, the program includes audio CD and consumables, student practice books, teacher guides and assessments. We also have translation dictionaries, glossaries, and leveled libraries.

We will implement SYSTEM44 and Rigor as the ELA intervention programs for those students at the Beginning level of proficiency . For the Intermediate levels we will utilize READ180 and Imagine Learning. All LEP subgroups (Beginning , Advanced , and Intermediate) will utilize FASTT Math and Destination Math as the intervention programs for Mathematics. These programs offer a broad range of academic activities for all levels of proficiencies. In addition, most of these programs are available in Spanish and Haitian Creole. The instructional model for all of these research-based intervention programs consists of Whole- Group Instruction; Small -Group Rotations; Small-Group Direct Instruction, Instructional software, Modeled and Independent Reading, followed by the Whole-Group Wrap-Up.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Rationale:

All teachers in the Title III LEP After School program will continue to participate in high quality professional development provided by The Office of Students with Disabilities and English Language Learners. Teachers of LEPs will attend workshops that pertain to, but not limited to, differentiated instruction, using data to plan instruction for ELLs, and QTEL scaffolding strategies. Teachers of LEPs will continue to incorporate ESL strategies in the instruction of LEPs across all content areas.

Teachers to receive training:

All teachers who are responsible for the instruction of LEP students during the regular school day and after school will participate in PD activities offered by OELL and other internal offerings.

Schedule and duration

The following teachers will participate in professional development activities: The ESL Teacher, the ELA Teacher, and the Math Teacher will participate in the professional development offered by OELL as well as other internal offerings. Other teachers who are responsible for the instruction of LEPs during the day will participate in workshops that pertain to, but not limited to:

Topics to be covered:

- Differentiated instruction for ELLs.
- Using data to plan instruction for ELLs
- QTEL Scaffolding strategies
- Developing Academic Vocabulary for the ELL student
- Learning from students' work
- Using Informational Text with SIFE Students
- Writing Objectives for the ELLs
- R.T.I for ELLs Framework
- Data Analysis and the Title III AMAO Estimator Tool

Part C: Professional Development

Schedule and duration:

Workshops will be ongoing during the school year.

OELL TBA

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Rationale:

Meaningful parent and family involvement is critical to the academic success of LEP students. It is our responsibility to initiate and facilitate this development. In addition to the parent orientation during the ELL parent identification process, parents are provided with numerous opportunities to give input to the school. Parents are active members of the PTA and the SLT. The Parent Coordinator, Ms. Joanne Mobley at PPA, helps to establish strong communications for the families of our LEP students. At our school, Parents are also provided with a designated room where they can gather, sit, drink coffee or tea, post and read announcements in different languages, or to meet fellow parents. Parents are also invited to visit classrooms on a regular basis to celebrate students' work and to address specific concerns.

Schedule and duration:

We have scheduled the following ELLs parent involvement engagement activities for the school year 2014-2015:

- Curriculum night
- ELLs Parent orientation Meeting
- Title III LEP meeting – November 20 , 2014, to provide parents with information about the Title III Supplemental Program
- Instructional Technology Workshops for Imagine Learning, Destination Math, FASTT Math, and Read

Part D: Parental Engagement Activities

180 programs – to be announced

- Health Fairs - to be announced
- Family Math and Literacy workshops – to be announced
- Open school Night – report cards
- Celebrations of cultural diversity (Multicultural Festivals – Flag Day , Career Day , Food Fest)

Topics to be covered:

- Accessing periodic assessments and other exams
- Data Analysis
- Community resources
- Discipline
- Health
- Adult Education
- Instructional technology

Name of provider:

The ELLs' meetings and workshops will be conducted by teachers of ELLS. We will also invite guests speakers from the community agencies and cultural groups.

Parent Notification of these activities:

Our efforts to facilitate meaningful communication with the families of our ELLs, involve face –to-face and over the phone contact in the parents' primary language. Translation is also available in written format. All information including letters, brochures, invitation, and conference material is translated into the parents' primary language. Translated information for parents of ELLs is posted around the school.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$10,000	The cost of this program will be over the amount allotted for the Title III program. Extra expenditures will come from other funding sources.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$1,200	Instructional Materials, Workbooks, Dictionaries, and Calculators
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

Part E: Budget

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

Allocation Amount: \$11,200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	\$11,200	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 002
School Name Parkside Preparatory Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Adrienne Spencer	Assistant Principal Fitzroy Hayles
Coach N/A	Coach N/A
ESL Teacher Annie Benn	Guidance Counselor Lincoln Esbrand
Teacher/Subject Area Leila Gonzalez	Parent Velan Tilus
Teacher/Subject Area Max Edouard/Math	Parent Coordinator Joanne Mobley
Related Service Provider Ingrid Pierre	Other Joanne Noel
Network Leader(Only if working with the LAP team) Julia Bove	Other

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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	480	Total number of ELLs	32	ELLs as share of total student population (%)	6.67%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>											jubv			0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out														0
Discrete ESL class														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	23	ELL Students with Disabilities	5
SIFE	17	ELLs receiving service 4-6 years	5	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	22	16	1	2	0	0	8	1	4	32

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	22	16	1	2	0	0	8	1	4	32
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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
TOTAL	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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	2					7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							3	5	5					13
Haitian							2	6	3					11
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	7	14	11	0	0	0	0	32

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)							1	6	8					15
Intermediate(I)							1	3	0					4
Advanced (A)							5	5	3					13
Total	0	0	0	0	0	0	7	14	11	0	0	0	0	32

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	10	1	0	0	11
7	10	1	0	0	11
8	11	6	0	0	17
NYSAA Bilingual (SWD)	0	0	0	0	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	9		2		0		0		11
7	15		0		0		0		15
8	15		5		0		4		24
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	6		12		2		0		20

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	3		3	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government	3		0	
Foreign Language		3		3
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:

- 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.
 - Through regular periodic testing the early literacy skills of ELLs are monitored and progress reported to teachers, students, and also parents. The Academic Language and Literacy Diagnostic (ALLD) is one of the diagnostic tools used to identify ELLs with Interrupted Formal Education (SIFE). This tool standardizes the SIFE identification process for students with a home language of English

or Spanish. The ALLD is given after the Home Language Identification Survey (HLIS) and Language Assessment Battery-Revised (LAB-R) have been administered and an Oral Interview Questionnaire (available in most L1) has pinpointed an interruption of more than two years. Students who speak a language other than Spanish use translated versions of the ALLD. These tests - City/State Tests and Diagnostic Assessments – provide educators with information about the academic strengths and weaknesses of ELLs. These results are used to inform instruction.

The following are also assessments for ELLs:

City /State Tests

English Language Arts (ELA)

NYSESLAT

Math

Science

Social Studies

Regents Exams

Diagnostic Assessments

ELL Periodic assessments

LAB-R

ALLD

Scholastic Reading Inventory (SRI)

Scholastic Phonics Inventory (SPI)

Read 180

TeenBiz 3000

Fountas and Pinnell

System 44

The SRI data shows that most students have a lexile level below 400. These students will be placed in the SYSTEM 44 program.

Students who have tested above this level will receive READ 180 and Teenbiz as their intervention programs. The LAB-R and Spanish LAB also help to pinpoint language dominance ELL services.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The LAB-R is initially used to identify the early literacy skills of ELLs. The data patterns across proficient levels on the LAB-R show that in the 6th Grade 1 student was tested for school year 2013-2014. This student scored at the Beginner level.
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](#))
State did not report the Spring NYSESLAT report in combined modalities
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?

The patterns that we notice across grade and proficiency levels is that 85% of students show a year to year increase in their proficiency levels. However, when they attain the advanced level, students seem to be making a greater movement from the advanced level to proficiency level and are testing out.

4a 2, Our ELLs at PPA take their ELA exams in English with time extensions and translation dictionaries as stipulated by CR part 154. Although some state exams are available in other L1s, students use the English version for their responses. There is no available data to compare.

4.b. School Leadership Team

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

4b. Staff analyze the data for the students in their charge and note the same pattern, trends, strengths, weaknesses, and create action plans of assistance. The Collaborative Inquiry Group also analyze students' work.

4c. 1. Results of ELL periodic Assessment. The Fall 2012 periodic assessment for ELLs shows that of the 50 students took this assessment, 3 students scored a level 4, thirteen students scored a level 3, fourteen students scored a level 2, and 16 scored a level on 1. 3 students were absent. The data shows from the periodic assessment that students continue to struggle with reading comprehension skills, vocabulary

development , and concepts of literary devices.

The NYSESLAT data reveals that in the sixth grade one(1) student is at the Beginning level of proficiency , one (1) is at the Intermediate level of proficiency , and five (5) are at the advanced level. In the seventh grade , six (6) are at the Beginning level of proficiency , three (3) are at the Intermediate level and five (5) are at the Advanced level of proficiency . In the eighth grade, eight (8) students are at the Beginning level of proficiency, and three (3) are at the Advanced level of proficiency .

New York State assessment data that show combined modalities is not available at this time.

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](#).)

5a. NA

6. How do you make sure that a child's second language development is considered in instructional decisions?

We utilize the results from the NYS ELA and Math exams, NYSESLAT, TeenBiz3000 pre and post assessments, SYSTEM 44 SPI, and READ 180 SRI to tailor instruction for the ELLs . Native language support is also given by language paraprofessionals and by the use of picture dictionaries , translation dictionaries , and leveled books in their L1 to further build their L1 so that they can make the transferral to their L2.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

NYS Report card data indicates a need for ELLs to show improvement in the Math State assessment. 8th grade ELLs data shows a 6.4% increase in level 3 and 4 performances for period 2012 – 2013 . We will evaluate the success of our programs for ELLs by assessing how many have tested out of the NYSESLAT and their growth within the modalities as demonstrated by AMAO .Success will also be measured by the ELLs performance on city and statewide mandated assessments . This will include NYS Assessments and High School Regents Examinations. In addition, emphasis would be placed on the movement of students towards graduation and attaining promotional advancements between grades.

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

- 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](#).)
Parents/Guardians of children who first enter the New York City public schools must complete a Home Language Identification Survey (HLIS). This form is only completed once when a student enters a NYC public school. For other newly enrolled ELLs who have already completed the HLIS, in another school, biographical information in ATS is utilized. It is the responsibility of the certified ESL Teacher, Ms. Annie Benn, who is trained in student intake procedures to discuss home language with the family, and provide assessments to determine eligibility for English language support services. In the absence of the certified ESL Teacher, there are two other pedagogues, Ms. Joanne Noel and Ms. Ingrid Pierre who are on the LAP Team , who engage parents in the home language identification process of ELLs at enrollment. These pedagogues have received training in student intake procedures. Other staff members also assist parents with translations in Arabic, Haitian Creole, French and Spanish. The Parent Coordinator, Ms. Mobley assists parents with translations in Haitian Creole and French. Paraprofessional, Ms. Ismael, assists with the translation of Arabic. Ms. J. Mota assists parents with translations in Spanish. For other languages such as Bangali, translation and interpretation services are used .The following steps are followed for the initial identification of those students who may possibly be ELLs:

The Home Language Identification Survey (HLIS).

1 At the enrollment of new entrants to NYC schools , trained school staff meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey (HLIS) that is translated into 9 languages . Parents complete this form to show what language the child speaks at home. If it is determined that the student's native language is other than English, an informal interview will be conducted , and the child is administered a Language Assessment Battery - Revised(LAB-R) , which is a test that establishes English Proficiency Level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs .If the new entrant's L1 is Spanish , then the Spanish LAB is administered to decipher language dominance.

Initial Assessment for ELLs

The Academic Language and Literacy Diagnostic (ALLD) is one of the diagnostic tools used to identify ELLs with Interrupted Formal Education (SIFE) .This tool standardizes theSIFE identification process for students with a home language of English or Spanish. The ALLD is given after the Home Language Identification Survey (HLIS) and Language Assessment Battery-Revised (LAB-R) have been administered and an Oral Interview Questionnaire (available in most L1) has pinpointed an interruption of more that two years . Students who speak a language other than Spanish use translated versions of the ALLD .

Language Assessment Battery - Revised. (LAB-R)

Once the school staff collects the HLIS from parents and determines that a language other than English is spoken in a child's home, then the child is administered a Language Assessment Battery-Revised (LAB-R) which is the test that establishes English proficiency level. Those students who score at or below proficiency on the LAB-R become eligible for state- mandated services for ELLs .Students who speak Spanish at home, and score below proficiency on the LAB-R are administered the Spanish LAB to determine language dominance. Parents are notified of their child's eligibility for services, and are provided with information and service options in English and their native languages.Students are placed in our ESL programwithin ten (10) days of enrollment . We provide parents with translated notifications and information in English as well as in their native languages in order to keep them well informed. We also provide them with translated notification resources, parent options, and program selection forms, Placement letters, Entitlement letters, Continued Entitlement, as well as Non- Entitlement letters.

The New York State English as a Second Language Achievement Test (NYSESLAT)

Each spring, ELLs are administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to qualify for ELL services. ELLs who are proficient are no longer entitled to ELL services, and can enter all English monolingual services. Parents of ELLs in Bilingual education programs can decide if their child should continue, despite entitlement status.

Special Education Identification

If an ELL parent believes that his/her child is having difficulties in school , he/she is encouraged to speak with the child's teachers and school administrators regarding support services that can be provided within regular education classes . If after these support services are provided the child continues to experience learning difficulties, the child may have a disability which affects learning. Parents have the right to make a referral to the Committee on Special Education (CSE). For Special Education ELLs, the CSE must determine if problems being experienced by the child in school, are related to the natural process of second language acquisition, cultural/behavior norms or personal experiences. An evaluation assessment is conducted in the native language and in English. If a child is deemed to be eligible for special education services, a disability must be present in the child's ability in both the child's native language and English.

2. 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.
To ensure that parents of ELLs understand the three program choices (Translation Bilingual, Dual Language, Freestanding ESL) they meet with the ESL team and are informed about these programs through DVDs in their language of choice .Brochures are also made available in their home language .These brochures and DVDs are provided by the office of ELLs. If a parent does not attend the meeting the ESL teacher will follow up with a phone call interview. During this interview, in the parent's home language, the parent is informed about the three program choices available to their child. These interviews by phone are documented and filed by the certified ESL teacher. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Information and question- and -answer sessions are provided throughout the year in a number of ways such including one-on-one meetings, phone conversations, district presentations , and informational packages
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 [\[see tool kit\]](#).)

The ESL Teacher ,within ten days of enrollment and placement of newly enrolled ELLs and after it has been ascertained through interviews and the administering of the HLIS that a student is eligible for ELL services , makes every effort to stay in close contact

with ELL parents . Parents are informed in their L1 , by the ESL Teacher after administering the LAB-R, of their child's eligibility for ELL services. If a student scores below proficiency on the LAB-R, an entitlement letter is sent to the parent. A parent receives a non entitlement letter if a student scores above proficiency level on the LAB-R. Parents of entitled ELLs are scheduled to meet with the ESL Teacher and school administrators, at an orientation, to inform them about the different ELL programs that are available. After viewing a DVD, reading brochures, and having discussions about the ELL programs in their L1, parents are given the Parent Survey and Program Selection Forms in their L1 to choose a program. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting this information quickly and efficiently is critical to getting their input. If parents are absent from these important parent orientations the ESL teacher arranges a telephone interview where parents are provided with information about the ELL programs. Questions are also answered in their L1, and they are encouraged to choose an ELL program of their choice. These telephone meetings are documented. Parents who attend meetings but do not return the Parent Survey and Program Selection Forms are also interviewed on the telephone in their L1 and their choices documented. These documents are filed and stored along with a copy of the HLLS for each ELL by the ESL Teacher. A copy of these documents for each ELL is stored in the main office. At the parent session parents are informed that their choice coupled with program availability, determines program placement for ELLs. If parents choose an ELL programs that are not available at our school, they are given information by the ESL Teacher about schools that will fulfill their choice. If no choice is made, the default choice is TBE.

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.

Program Placement

After the completion of the HLLS by parents of newly identified enrolled ELLs , the LAB-R administered , and parents have exercised their parental option , parents are given a Placement Letter in their L1 informing them about their child's entitlement as an ELL based on their response to the Parent Survey and Program Selection form . Parents are also informed that participation in this ELL program will be for the entire year . Continued entitlement would be determined by the child's performance on the New York State English As a Second Language Achievement Test (NYSESLAT) which is administered in the spring. Parents are also advised that their child should remain in the same program for as long as he/she is entitled to the program because studies show that students who remain in the same program from year to year tend to perform better in standardized tests and are more academically successful than those who alternate between different programs . After the results of the NYSESLAT are posted scores are analysed and continued entitlement and entitlement letters are distributed to parents in their L1 by the ESL Teacher. Parents of students who test out of the program (P) are given Non entitlement letters informing them that their child received a score indicating that he/she is no longer entitled to service for ELLs because he/she is English proficient . These proficient students are however entitled to 2 years of time extensions on examinations as per CR Part 154 . Parents of students who are Beginning , Intermediate , or Advanced on the NYSESLAT are given entitlement letters in their L1 which informs them of their progress and continued entitlement . The ELPC screen in ATS is also updated within 20 days of the enrollment of newly enrolled ELLs . Parents are informed that their child must be placed in their program of choice within ten days of enrollment. Parents who choose a bilingual program in the native language of the student, are informed of a school where such a program exists, and they have the option of transferring to that program. If parents do not select a program, the student is automatically placed in a bilingual class, if it is available, or an ESL class. All ELLs must receive at least ESL classes. Students whose parents choose the Freestanding ESL program that we offer at PPA are placed in classes and are served according to their proficiency levels achieved on the LAB-R or NYSESLAT. Beginning and Intermediate students receive 360 minutes of ESL per week , and Advanced students receive 180 minutes of ESL and 180 minutes of ELA each week as per CR Part 154 . Those parents who do not choose ESL are given information about other schools that offer their program choice . They are also informed about technical assistance that is available to them through the OELL and the BETACs.

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

Each spring the New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs in our school to determine English proficiency. The test determines whether or not students continue to qualify for ELL services . The results from this test provide teachers of ELLs with detailed information about students strengths and weaknesses in Listening, Reading , Writing , and Speaking . ELLs who are not proficient are prepared for this examination by the ESL teacher and also content area teachers of ELLs. Eligibility for ESL and (NYSESLAT) is acquired from ATS by printing the RLER -LAB and LAT . The four components of the NYSESLAT are administered according to DOE's guidelines . Accommodations are not permitted on the NYSESLAT since it is designed specifically for ELLs. ELLs scoring at or above proficiency are entitled to two years of transitional ESL services and also testing accommodations . All staff members who administer the four modalities of the NYSESLAT are required to know the testing process and accommodations for ELLs. If a student is absent for one or more subsets , that student will complete the subset on the makeup dates provided , within the testing timeframe .

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. ①
- After reviewing the Parent Survey and Program Selection forms for the past three years, the trend shows that parents have been selecting the Freestanding ESL program that we offer at PPA. This is the only program we have available for ELLs. The trends in parent choice is monitored by analyzing the Parent Survey and Program Selection Forms completed by parents and recording their choices. The parents of ELLs have requested that their children receive a coherent and rigorous education. They have requested programs with high levels of rigor to support results in higher levels of academic achievements for their children. At PPA the ESL program model consists of a push in model in the content areas and a pull -out model for academic interventions. We use research based academic intervention programs to help our ELLs become proficient in English. The curricula is standards-based and is aligned with the Common Core Standards.

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])?

Instruction is delivered to utilizing both the push-in and pull-out models. The push-in model is applied to classes where there are a large number of ELLs with mixed proficiency levels. These ELLs are also pulled out for academic intervention services using SYSTEM 44, READ180, RIGOR, Teenbiz3000, Destination Math and FASTT Math
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)?

ESL instruction for all ELLs is scheduled as required under NYSCR Part 154. The mandated number of units of support for ELLs in grades 6 through 8 consists of 360 minutes of ESL support each week for Beginning and Intermediate students. Advanced ELLs

receive 180 minutes of ESL and 180 minutes of ELA each week.

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 ELL's program at PPA is the Freestanding model. This program provides instruction in English with native language support, emphasizing English language acquisition. Our students come from many native backgrounds and English is the only common language among them. ELLs are kept in general education classrooms and special education, according to their IEPs. Students who share a common native language background in subject area classrooms are grouped together in classes to allow students to access content by interacting with each other at varying levels of proficiency. Also, teachers with groups of ELLs who have a common native language organize collaborative tasks that target content and generate interactions in the native language among peers. The ESL teacher pushes into classes and also pulls out ELLs, to work on specific content area tasks enriched with academic language development aligned with the CCLS. Instruction for ELLs is scaffold. The ESL teacher and content area teachers are trained in QTEL scaffolding strategies. These strategies and ESL methodologies are used by teachers of ELLs. The ESL program, has accumulated over the years resource materials to address the academic needs of ELLs. These materials are available in all content areas. Translation dictionaries and picture dictionaries are also used to scaffold the content for our ELLs. Intervention support is also offered to our ELLs through READ 180, RIGOR, Teenbiz3000, and SYSTEM 44 for the ELA. DESTINATION Math and FASTT Math are used for our Math program. These programs are available in several languages such as Haitian Creole, Spanish and French, and are used by students who still need extra support in their native language. The intervention programs address differentiated instruction for ELLs

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
- . Students who share a common native language background in subject area classrooms are grouped together in classes to allow them to access content by interacting with each other at varying levels of proficiency in their L1. Also, teachers with groups of ELLs who have a common native language, organize collaborative tasks that target content and generate interactions in the native language among peers. Newcomers are also allowed to use their language in writing and making presentations to their group. Translation dictionaries and glossaries are used in classrooms to facilitate comprehension. Bilingual libraries are also available in classrooms. Bilingual staff members also facilitate learning by communicating with students in their L1 to facilitate comprehension of learning targets.

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

We will utilize the following research-based technology programs: Teenbiz3000, READ180, SYSTEM44, Destination Math, and FASTT Math. These research-based programs include differentiated lessons for direct instruction. Over the years we have accumulated a variety of materials and resources to address the academic needs and characteristics of our LEPs. These resources include RIGOR, a reading intervention program developed by Margarita Calderon, PhD, a research scientist at Johns Hopkins University School of Education. The RIGOR intervention resources are based on Dr. Calderon's studies of English acquisition. The materials include age appropriate content area texts, as well as engaging language development activities, phonics, and vocabulary instruction. In addition, the program includes audio CD and consumables, student practice books, teacher guides and assessments. We also have translation dictionaries, glossaries, and leveled libraries. We have selected SYSTEM44 and Rigor as the ELA intervention programs for those students at the Beginning level of proficiency. For the Intermediate levels we will utilize READ180 and Teenbiz3000. All LEP subgroups (Beginning, Advanced, and Intermediate) will utilize FASTT math and Destination Math as the intervention programs for Mathematics. These programs offer a broad range of academic activities for all levels of proficiencies. In addition most of these programs are available in Spanish and Haitian Creole. The instructional model for all of these research-based intervention programs consists of Whole-Group Instruction; Small-Group Rotations; Instructional Software, Small-Group Direct Instruction, Modeled and Independent Reading, followed by the Whole-Group Wrap-Up. Teachers of ELLs also evaluate students in the four modalities by using oral presentations, ongoing journal writing, self editing by students, and student feedbacks. Deficiencies are noted and learning targets further differentiated to suit students' learning styles..

6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - 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).

5a. Instructional Plan for SIFE

Grade	#of Students	General Ed. Proficiency			Special Ed. Proficiency		
		B	I	A	B	I	A
6	1	1	0	0	0	0	0
7	5	5	0	0	0	0	0
8	11	7	0	3	1	0	0

There are seventeen (17) SIFE students who are ELLs. In the general education 6th Grade, there is one (1) Beginning student only. In the 7th Grade there are six (6) Beginning, and in the 8th Grade there are seven (7) Beginning, 0 Intermediate, and three (3) advanced students. Special Ed. has one (1) student who is at the advanced level.

During the 2009-2010 school year, MS2 received a SIFE grant which helped to build our capacity to address the academic needs of SIFE. We currently have a new ESL lab, equipped with Scholastic intervention programs. These programs are SYSTEM44, READ180, and FASTT Math. These are research based programs designed to accelerate reading proficiency.

Instruction for these students as mandated by CR Part 154 consists of 360 minutes per week for Beginning and Intermediate students. Advanced students receive 180 minutes of ESL and 180 minutes of ELA each week.

5b. Plan for Newcomers

To welcome our newcomers to our school community, students and their parents are invited to an orientation session where they will learn about the school. Parents are provided with information about the curriculum learning standards, expectations for students, and assessments. Programs, curriculum, and information about services that are available to them will be translated and distributed. Also, students and their parents will be given a school tour and at the same time be introduced to the staff. Parents will also be invited to a number of workshops organized by the ESL department. To communicate efficiently with parents, correspondences will be translated into the various native languages so that ideal outreach can occur.

Items such as bilingual literature, phonics texts, workbooks, and computerized language programs will be purchased. A "peer system" will be set up so that the newcomers can be assisted by students from their native land. Greater efforts will be made in the areas of professional development to train more teachers in scaffolding techniques, TPR strategies and use of visual aides to build vocabulary connection in all curricula areas. Alternative training in test translation will be given to bilingual staff members so that they can become proficient in administering city & state wide tests to the students' in their native language as per 504 accommodations and or IEP mandates.

Upon enrollment newcomers are tested (LAB-R) to determine their proficiency levels. Spanish students are administered the Spanish LAB to determine their language dominance. This test is used to inform instruction. Instruction is differentiated based on the academic needs of the students. Students at different proficiency levels are paired for instruction. All ELLs are provided with a comprehensive core curriculum in Literacy and Mathematics. Our programs for newcomers are aligned with NYS standards.

5c. Plan for ELLs receiving service 4 to 6 years.

Grade	# of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	2	1	0	0	2	1	0	0	2
7	3	1	0	0	0	2	0	1	2
8	0	0	0	0	0	0	0	0	0

There are five (5) ELLs who are receiving services for 4 to 6 years. In the General Education 6th Grade, two student are at the Advanced level. Three(3) are in the 7thGrade and are all Advanced students. There are no 8th Grade ELL that are 4-6 years.

The ESL instructional plan for these students consists of the following:

1. Rigorous standards based instruction in the content areas via push-in scaffold instruction with native language support
2. Pull-out interventions in ELA and Mathematics - READ180, Teenbiz , and Destination Math.

5d. Plan for Long-Term ELLs receiving service (completed more than 6 years).

Grade	# of Students	General Ed.	Proficiency Level			Special Ed.	Proficiency Level		
			B	I	A		B	I	A
6	2	1	0	0	2	1	0	0	1
7	2	1	1	1	4	1	0	1	1
8	0	0	0	0	0	0	0	0	0

There are four (4) Long -Term ELLs who have completed 6 or more years in ESL. Two of these students are advanced and are in the 6th Grade, and two (2) advanced ELL are in the 7th. Grade. There are no long term ELL students in the Eighth Grade. One student is

Beginning proficiency and is in the 8th Grade. In order for these students to test out of the NYSESLAT they will need additional instructional support in reading and writing. The ESL instructional support for these Long -Term ELLs will include the development of reading comprehension skills, vocabulary development, and the completion of standards based writing projects.

A full range of test accommodations are available for former ELLs who have attained proficiency for under two years . These students are given time extensions in separate locations where they can work undisturbed .These accommodations are permitted for the following examinations:

- NYS ELA
- NYS Math
- NYS Regents Exams
- NYS Content Areas
- Citywide ELA
- Citywide Math

The ESL teacher also monitors their progress and gives instructional support where needed. Former ELLs also use Teenbiz3000 to support their L2.

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?

Instructional Plan for ELLs identified as having Special needs (ELL-SWD's)

Grades	# of Students	Proficiency Level			X Coded		
		B	I	A	B	I	A
6	1	0	0	1	0	0	0
7	3	0	1	2	0	0	0
8	1	1	0	0	0	0	0

There are 5 students identified as special needs in ESL whose IEP mandates ESL services. There are one (1) Advanced students in the 6th Grade, one (1) Intermediate and two (2) Advanced students in the 7th Grade and one (1) Beginner student in the 8th grade. These special needs students are served according to their mandated hours for their proficiency levels. Intermediate and Beginning students receive 360 minutes of ESL each per week .These students are pulled out for academic intervention. The Beginners with special needs receive intervention via SYSTEM44 and the intermediate will receive intervention via READ180. . Recommended testing accommodations are available to all special needs students based on their Individualized Education Programs. These ELLs will also be placed on Teenbiz3000 for intervention. The materials used for these ELLs are grade appropriate and in line with the CCLS. These materials are however scaffolded by Teachers of ELLs to facilitate accessibility .Scaffolding techniques such as modelling , activiatng and bridging prior knowledge , text representation , metacognitive development , contextualization and schema building , are used . Students are also given access to content in their L1 by teachers of ELLs who incorporate native language support into English instruction and through translation dictionaries and texts in their L1 so that they can construct meaning in their L1 and L2 .Students are also exposed to a variety of writing experiences and are given opportunities to write for both informal and formal purposes in all subject areas. Writing is also scaffolded for needy students by providing fill in the blanks with a template or writing frame so that students can write sentences or brief paragraphs. Students are also exposed to writing models in English and also with explicit instruction in creating appropriate grade-level writing in various genres. Because vocabulary is a key element in comprehension for ELLs , teachers of ELLs select vocabulary in accordance with specific questions and tasks set forth by a specific unit. Vocabulary includes the words that students need to know in order to reach the learning targets of the lesson . Teachers of ELLs focus on providing students with strategies that can be used independently to construct meaning .

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

The program for ELL-SWDs is set up to provide students with grade level and class level options. These students are placed based on their IEP designations as per grade level. ELL-SWDs are also integrated among general education students and are grouped according to their grade levels , needs , and abilities.

The ESL instructional plan for these students consists of the following:

1. Rigorous standards based instruction in the content areas via push-in scaffold instruction with native language support
2. Pull-out interventions in ELA and Mathematics - READ180, Teenbiz, SYSTEM 44 ,and Destination Math.

Courses Taught in Languages Other than English 

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

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

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

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

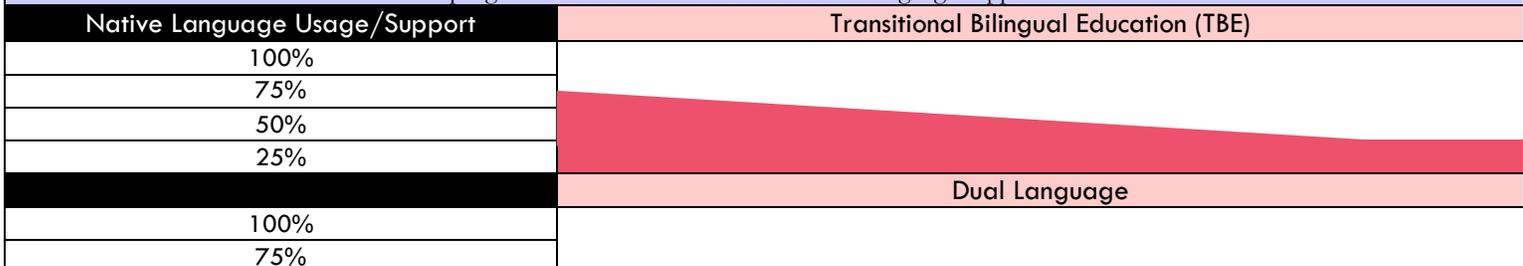
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Targeted Intervention Services for ELLs

Proficiency Level	ELA Intervention Program	Math Intervention Program	Additional Support
Beginning	System 44 RIGOR	FASTT Math Destination Math	AIS Programs Vacation School After school SES Programs Early Bird Programs Saturday Programs
Intermediate	Read 180 Teenbiz3000	FASTT Math Destination Math	AIS Programs Vacation School After school SES Programs Early Bird Programs Saturday Programs
Advanced	Read180 Teenbiz3000	FASTT Math Destination Math	SES Programs Early Bird Programs After school SES Programs Vacation School Saturday Programs AIS programs

The academic intervention programs provide solutions for differentiated instruction. These programs are available in Spanish and Haitian Creole and they offer a broad range of activities for students at all levels of proficiency. All ELLs receive native language support from paraprofessionals working alongside a trained ESL pedagogue .

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our Freestanding ESL program provides instruction in English with native language support, emphasizing English language acquisition. The ESL teacher collaborates with teachers of ELLs in all content areas to plan curricular alignment and instructional improvement, and also to discuss the proficiencies and deficiencies of ELLs and construct a plan of action. Teachers of ELLs in content areas - Social Studies , Math , and Science , receive PDs on differentiated instruction , especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise .Some teachers of ELLs share the same L1 with ELLs and they incorporate L1 into English instruction as a support structure to clarify , build knowledge , extend comprehension , and bridge experiences to increase the proficiency of ELLs . Teachers of ELLs also integrate into their instructional practice technology, human resources, -such as paraprofessionals, peers, and parents - , native language materials –such as translation dictionaries and texts in L1 -, and flexible groupings to help students construct meaning in English and gain proficiency. Vocabulary selections are made in accordance with specific questions and tasks are set forth by specific units and include the words that students need to know in order to reach the learning targets. The Frayer Model ,a vocabulary development tool that helps to develop a better understanding of complex concepts , is also used to enhance language development. Instruction is also scaffolded using QTEL strategies .Teachers of ELLs also monitor ELLs through the writing experience. Genre specific rubrics are used to help students focus on content and the particular area in which they are developing language and literacy. Supports for our ELLs are tailored according to individual students' academic and linguistic needs. The progress in proficiency levels of ELLs is shown by students' performance in the NYSESLAT , City/State Tests, and diagnostic assessments. The Title III AMAO Estimator Tool with early warning indicators is also used to analyze ELL student data and improve our instruction program for ELLs .

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

NYSESLAT Proficiency Chart 2012-2013

Grade	#of Students
6	4
7	3
8	6

During the 2012 - 2013, thirteen ELLs attained proficiency levels in the NYSESLAT. Six (6) of these ELLs graduated from the 8th Grade to high school. Four (4) of these ELLs are now in the 7th grade in general Ed. classes. Three (3) of these ELLs are now in the 8th Grade these former ELLs are invited to participate in after school and all ELL enrichment activities. They are allowed extended time during examinations. They are also provided with translation dictionaries and glossaries.

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

New Programs for ELLs 2013 - 2014

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

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

N/A

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

All ELLs are afforded equal access to all school programs during the regular school day, after school and vacation school. All ELLs are placed in classes (general and special education) that are heterogeneously grouped. All students including the ELL population are invited to participate in all extended day programs provided by CBO's and programs that are funded through grants. Students are given translated permission slips in their L1 and also L2 for their parents' approval. Parents of ELLs are encouraged to allow their children to participate in these programs since these supplemental services are instructional programs that provide ELLs with language development assistance so that they can succeed in core subject areas. Parents are also informed about these programs at orientation sessions and parent meetings. Translators are used for those parents who need language assistance.

They also include services funded by 21st century grant provided through Medgar Evers College, the Leadership Program and academic programs provided by the school.

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

. ESL Instructional Materials

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

- * Longman Shining Star
- * Holt McDougal- Eastern Hemisphere
- * Longman Keys to Learning
- * McGraw on Location
- * Longman Content Area Series: Science and Social Studies
- * Longman Literature Library
- * Oxford Picture Dictionaries and workbooks
- * Leveled Libraries with books of different genres
- * Dictionaries of American English
- * Audio tapes
- * Video Tapes
- * RIGOR

b. Instructional Technology

- * Scholastic Intervention Program – SYSTEM 44, READ 180, FASTT Math
- * Teenbiz3000
- * Destination Math

c. Language Materials

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

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

TeenBiz3000 , READ180 , and SYSTEM44 are online literacy solutions for grades 6-8 that reach every student at his or her individualized Lexile reading level . These programs closely align with objectives of the Common Core State Standards to give

students the content area literacy skills they need to succeed on the standards and prepare for college career.

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

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

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

All services support and resources correspond to the needs of all ELL's. These resources are appropriate for their grade levels and age and are governed by the CCLSoF each grade . Research shows that utilizing specific instructional modifiers as well as targeted pedagogical strategied can accelerate ELLs' academic achievement and English language acquisition .Our Freestanding ESL program provides instruction in English with native language support, emphasizing English language acquisition. Teachers of ELLs in content areas - Social Studies , Math , and Science , receive PDs on differentiated instruction , especially since most classrooms are composed of students with varying levels of English proficiency and subject area expertise .Some teachers of ELLs share the same L1 with ELLs and they incorporate L1 into English instruction as a support structure to clarify , build knowledge , extend comprehension , and bridge experiences to increase the proficiency of ELLs . Teachers of ELLs also integrate into their instructional practice technology, human resources, -such as paraprofessionals, peers, and parents - , native language materials –such as translation dictionaries and texts in L1 - , and flexible groupings to help students construct meaning in English and gain proficiency. Vocabulary selections are made in accordance with specific questions and tasks are set forth by specific units and include the words that students need to know in order to reach the learning targets. The Frayer Model ,a vocabulary development tool that helps to develop a better understanding of complex concepts , is also used to enhance language development. Instruction is also scaffolded using QTEL strategies .Teachers of ELLs also monitor ELLs through the writing experience. Genre specific rubrics are used to help students focus on content and the particular area in which they are developing language and literacy. Supports for our ELLs are tailored according to individual students' academic and linguistic needs.

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.

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

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

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

18. What language electives are offered to ELLs?

Spanish is offered as a language elective for our ELLs . ELLs in the Eight Grade are encouraged to take the Spanish regents so as to receive extra credits in high school. Research shows that ELLs who continue to read in their L1 transfer these reading skills to their L2 and become better readers .Language support is also given to non Spanish ELLs in their L1 by providing translation dictionaries, multicultural libraries , and teachers who share the same L1 as ELLs , incorporate L1 into English instruction as a support structure to clarify , build knowledge , extend comprehension , and bridge experiences to increase the proficiency of ELLs.

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1.1.

Professional Development Offerings for ESL Support 2012-2013

Presenter

Audience

Professional Development Focus

9/20/2012 R. Salavert, Ed.D. Fordham University/NYS/NYC Regional Bilingual/ESL Resource Network - Admin, ESL Teacher

To review the outcome of 2012 NYSESLAT

-Assess the progress made by the ELL students and discuss possible next steps. Understanding the Annual Measureable Achievable Objective (AMAO)

- Looking at the data to drive instruction

10/3/2012 Principal, Lead Teacher, Admin - Math Teachers - To assist teachers in creating a profile of their ELLs students with the intent to set learning goals for students

10/9/2012 Principal, ELA Ambassador ELA Teacher - To assist teachers in creating a profile of their ELLs students with the intent to set learning goals for students

10/16/2012 ELA Ambassador - Humanities, ESL Teacher- Aligning the Common Core State Learning standards (CCLS) with ELA instructional shifts

10/23/2012 Troy Kiyama Achieve 3000 - ESL Teacher Admin - Identifying instructional technology for ELL instruction

10/26/2012 Troy Kiyama Achieve 3000 - ESL Teacher Admin Identifying instructional technology for ELL instruction

10/30/2012 R. Salavert, Ed. D., Fordham University - ESL Teacher Humanities Department - To meet ESL and ELA Teachers as they work in their classroom to better understand the challenges posed by the ELL, and provide feedback

11/29/2012 ELA Ambassador - ESL Teacher, ELA Teacher - CCLS aligned, developing text dependent questions and sentence frames to support student responses

12/18/2012 R. Salavert, Ed. D., Fordham University - ESL Teacher, All Teachers of Class 804 - To provide specific strategies that could be used across content areas

1/15/2013 R. Salavert, Ed. D., Fordham University - ESL Teacher, - All Teachers of Math & Science - Exploring the "Frayer Model" as strategy to encourage students in vocabulary work and overall academic language

2/6/2013 NYCDOE Webinar - ESL Teachers, Selected Teachers - Text complexity and ELL Webinar, Building Vocabulary

Part 1

2/13/2013 R. Salavert, Ed. D., Fordham University - ESL Teacher, Selected teachers - Incorporating questioning strategies in a unit of study

2/6/2013 NYCDOE Webinar - ESL Teachers, Selected Teachers - Text complexity and ELL Webinar, Building Vocabulary,

Part 2

9/2013 -6/2014 School Instructional Team, - All Teachers - Analysing and implementing the CCLS shifts in ELA and Math

2. See Table above

Teachers' of ELLs will continue to participate in professional development offered by the OELL (QTEL institutes and workshops) webinars, and workshop provide by Fordham University, NYS/NYC Regional Bilingual/ESL Resource Network, by the CFN 02 through the ELA Ambassador, and the school Instructional Team. Scholastic will continue to provide training for the implementation of System 44, READ180, and FASTT Math

3. Out guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school, and Middle school to High school. School will work with and provide feedback and resource on program and other offering that are available to students.

4.. Our ELL compliance specialist will continue to provide training for all staff as per Jose P. Documentation of this training includes attendance, copies of certificates and materials given to workshops. The ESL teacher and teachers' of ELLs will continue to engage in collaborative planning in order to enrich the quality of education for ELLs. Logs will be kept for this common planning. Alternative training in test translations will be given to bilingual staff members so that they can become proficient in administering city and state

wide tests to the students in their native language as per 504 accommodations and /or IEP mandates.

1. Teachers' of ELLs will continue to participate in professional development offered by the OELL (QTEL institutes and workshops) and the NYC BETACs. Scholastic will continue to provide training for the implementation of System 44, READ180, and FASTT Math

2. Our guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school, and Middle school to High school.

3. Our ELL compliance specialist will continue to provide training for all staff as per Jose P. Documentation of this training includes attendance, copies of certificates and materials given to workshops. The ESL teacher and teachers' of ELLs will continue to engage in collaborative planning in order to enrich the quality of education for ELLs. Logs will be kept for this common planning. Alternative training in test translations will be given to bilingual staff members so that they can become proficient in administering city and state wide tests to the students in their native language as per 504 accommodations and /or IEP mandates.

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?

Our school recognizes that families and other community members are a vital part of student academic and social success . We also consider family involvement an important ingredient for a successful educational program .Our parent coordinator keeps contact with our ELLs' parents by inviting them to visit our school and informing them about various workshops designed specifically for parents of ELLs. These workshops include computer classes , parenting classes , an overview of the CCLS , programs for ELLs , Math workshops , and Title 1 meetings . Parents of ELLs also receive school related materials and communications in their L1 and L2 .Orientations for ELLs are scheduled periodically to inform parents about the ELLs' programs so that they can make program choices , familiarize them with the school system and the different programs that are offered. These meetings are also available in the parent's home language. We also evaluate the needs of parents by looking at the students and parent surveys from the School Progress Report, and concerns brought by the PTA. Open House per grade are scheduled for parents. Usually, administration and / or guidance counsellor takes the parents on a tour of the school where they can see students at work and experience first hand the various programs offered throughout the school year. Other community based program at the school include the Beacon Program, State University of New York Downstate Campus and Urban Advantage.

1. Parents are important partners in the education of all of our students including ELLs and Special Education students. Parental involvement at PPA@ Middle School 2 is comprehensive and includes a number of parent engagement activities and meetings. Our parents are involved in PTA activities , SLT , Parent Teacher conferences , Title I and title III meetings, disciplinary meetings , Family Math and Family Literacy Meetings , and Cultural diversity celebrations International . Our parent coordinator serves as a conduit by which parents participate in their child's overall development at MS2. We have improved our level of communication with parents by providing them with translated resources in their native languages .We have a new parent support system in place to make the students' families feel more welcomed and to give them access to the tools they need in order to fully participate in the education of their children .

The ELLs Parental calendar for the 2013-2014 school year includes the following: - ELLs parent orientation meetings, telephone conferences with parents of ELLs, monthly Family Math and Literacy Programs, access training to NYC DOE web sites, parent workshops to access technology programs such as Teenbiz 3000.

2. Our CBO -BEACON will continue to participate in workshops of ELL parents.

3. The needs of parents are evaluated through the following:-

- Level of students' homework
- Attendance / ELLs' parent participation at meetings and school wide activities
- Students' conduct and adherence to the school's policy and dress code
- Adult English acquisition

4. The parental involvement activities for the parents of ELLs are planned in order to help parents improve the academic success of their children.

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.

NYS Report card data indicate a need for ELLs to show improvement in performance on the ELA State assessment. All ELLs data show 26.2% increase in level 3 and 4 performances for period 2012 – 2013. There was a 7.9% increase in Level 3 and 4 performance for all students tested, from 29.3% in 2011 to 37.2% in 2012.

PPA have provided a variety of afterschool activities that support the school's holistic approach to education, including Culinary Arts, Visual Arts, Band, Dance and TV/Film.

In 2012-2013, ELL students were successful in content New York State Regents Examination and other accelerated programs offer at the Eighth Grade level:

School Name: Parkside Preparatory Academy

School DBN: 17K002

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adrienne Spencer	Principal		11/15/13
Fitzroy Hayles	Assistant Principal		11/15/13
Joanne Mobley	Parent Coordinator		11/15/13
Annie Benn	ESL Teacher		11/15/13
Velan Tilus	Parent		11/15/13
Leila Gonzalez SS/ELA	Teacher/Subject Area		11/15/13
Max Edouard/Math	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
Lincoln Esbrand	Guidance Counselor		11/15/13
Julia Bove	Network Leader		11/15/13
Ingrid Pierre	Other <u>Speech/COSA</u>		11/15/13
Joanne Noel	Other <u>AIS Coordinator</u>		11/15/13
Amal Ismaiel	Other <u>Paraprofessional</u>		11/15/13
	Other _____		11/15/2013

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **17K002** School Name: **Parkside Preparatory Academy @ MS 2**

Cluster: **06** Network: **602**

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Utilizing the HLIS, Emergency Contact Cards, Parent Questionnaires plus the NYS Learning Survey, we are able to assess the written translation and oral interpretation needs of our parents. Our data indicated that the background language of our parents are essentially Arabic, Haitian Creole, French and Spanish.

The learning survey indicated that parents preferred to communicate by: (1) phone, (2) Email, (3) backpack, (4) PTA conferences, and (5) snail mail.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

A survey of our ELLs parents indicate that they prefer to receive written communication in their native language accompanied by the English version. However, during conferences, parents prefer to have interpreters available in their native language. These findings were shared with the school community in faculty conferences.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Parkside Preparatory Academy will provide written documents in the language of our ELL parents in all matters pertaining to their children's education, standards, performance, safety, discipline etc. Translation will be done by an outside vendor as well as by on site staff. For timely provision, routine letters are pre-printed in Language of our population.

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

Oral interpretation services are provided for all formal and informal meetings by on site staff.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

To fulfill section VII of the Chancellor's Regulation, Parkside Preparatory Academy will do the following:

- (A) Bill of Parents Rights and Responsibilities are sent in translated version in September of each year.
- (B) The sign regarding the availability of interpretation services are posted in the main office, at the front entrance and in the parent room.
- (C) Staff members will ensure that parents made aware of translation services provided to them.

