



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):	17K167
School Name:	THE PARKWAY SCHOOL
Principal:	MARC-HERALDE MARDY

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

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Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: The Parkway School School Number (DBN): 17K167
School Level: Elementary Grades Served: 4 and 5
School Address: 1025 Eastern Parkway
Phone Number: 718-774-2640 Fax: 718-774-2640
School Contact Person: Marc H. Mardy Email Address: mmardy@schools.nyc.gov
Principal: Marc-Heralde Mardy
UFT Chapter Leader: Rose Reid
Parents' Association President: Kimberly Laurencin
School Leadership Team
Chairperson: Tyra Williams-Owens
Student Representative(s): _____

District Information

District: 17 Superintendent: Clarence G. Ellis
Superintendent's Office Address: 1224 Park Place Room 130
Superintendent's Email Address: CEllis3@schools.nyc.gov
Phone Number: 718-221-4372 Fax: 718-221-4326

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Deborah Maldonado
Network Number: 551 Network Leader: Marge Struk

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Marc H. Mardy	*Principal or Designee	
Rose Reid	*UFT Chapter Leader or Designee	
Kimberly Laurencin	*PA/PTA President or Designated Co-President	
Marshell Brown	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	
Tyra Williams-Owens	Member/ UFT Teacher	
Leonie Bernard	Member/ UFT Teacher	
Vanessa Pierre	Member/Parent	
Sherry Ann George	Member/Parent	
Stacey Greenidge	Member/Parent	
Septober Harvey	Member/Parent	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Parkway School is an elementary school located in the multi-cultural neighborhood of Crown Heights. As a hub for new immigrants, the school services students from more than twenty-five different countries. There is an evening Adult Education program held where ESL and GED classes are offered. P.S. 167 has been a staple on Eastern Parkway for more than 100 years.

At The Parkway School, we believe that all students are uniquely gifted. We partner with many organizations to promote the intrinsic talents of all students. All students at The Parkway School learn to play at least two instruments. The school has partnered with Arts Connection for the past ten years to provide steel pan instruction to the students. As a result, several of our students have performed at the Annual West Indian Day parade. We also provide the students with violin instruction through our partnership with the Brooklyn Queens Conservatory of Music. Through our in afterschool program, students also receive instruction in piano, percussion, guitar, ballet, hip hop dance and African dance.

Our students support the conservation of our environmental. The Parkway School was one of the first schools in the city to participate in the composting program. Through a partnership with Cafeteria Culture we were able to use the arts to provide students with instruction on recycling and conservation. To further support our students' interest in conservation; we developed research projects that were based on educating students on environmental issues. The students used their knowledge of the issues learned to stage a protest against poaching animals for fur.

Educators at The Parkway School are committed to providing students with a rigorous common core based learning experience. During the past year we have focused on increasing instructional rigor. Our school community defines rigor as students engaged in discussions, Accountable Talk, and using text based evidence to support their speaking, listening and writing skills.

The talented teaching staff has developed performance tasks in both literacy and mathematics across the grades. The instruction leading to the culminating project requires students to engage in a variety of instructional activities which include but are not limited to: conducting research, surveying, analyzing data and making predictions. The Performance Tasks will result in a text based essay formulated on their research of a specified topic. Our school has adopted a Common Core aligned mathematics program that emphasizes higher order thinking skills and application to the real world through end of unit performance tasks. This shift has afforded students the opportunity to learn through exploration. This exploration involves the use of manipulatives to make symbolic concepts concrete and meaningful. The performance tasks in mathematics results in students completing common core aligned projects.

These instructional shifts has led to an increase in student performance as measured by the Spring 2014 New York State ELA and Math Assessments. On the Fall 2014 Elementary School Quality Snapshot, The Parkway School received a rating of Excellent on student progress in ELA and a rating of Fair in student progress in Mathematics. Additionally, all teachers received an Effective overall performance rating from New York State.

Mission Statement

We live in a rapidly changing world. At The Parkway School, we strive to provide all of our students with the knowledge base and skills necessary for survival and success in today's innovative world. We believe in the dreams of our students, and work for nothing less than that every one of our students receives the opportunity to achieve all of their goals and dreams.

At The Parkway School we believe in a global community of learners. We have created a global community of students, parents, teachers and staff joined in the sole pursuit of educational excellence through academic achievement and personal growth. At P.S. 167, we combine the New York State Common Core Learning Standards and technology along with cutting edge instructional practices to provide a challenging and multifaceted curriculum. Our students are lead not only to master their basic analytical skills, but they are also lead to develop their faculties of personal expression and clear communication through speaking, writing, and exercise in the fine-arts. We place strong emphasis on exploratory learning, interactive learning, computer based learning, and its applied knowledge for today's world.

We strive, above all, to grant our students a true base of knowledge and the skills to provide for the needs of every student, preparing them to be lifelong learners and contributors well into the 21st century.

We believe that children ought to have esteem for themselves and their own culture as well as the culture of others. Our children must be lead to realize the importance of working and living cooperatively. We therefore place strong emphasis in research based instruction and personal expression of ideas through argumentative writing, debating and the creation of proposals to support their claims. Our students not only master the ability to evaluate and investigate, they are equally able to express themselves and communicate their ideas vividly with content based vocabulary. In all the areas of our curriculum, we emphasize scientific exploration, mathematical inquiry, and applications in technology.

At The Parkway School, parents, students and staff live and work as a global community of learners, emphasizing the needs of our students and celebrating their success.

17K167 School Information Sheet Key

School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	106	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		88.1%	% Attendance Rate		91.9%
% Free Lunch		89.9%	% Reduced Lunch		2.4%
% Limited English Proficient		4.2%	% Students with Disabilities		22.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		86.9%
% Hispanic or Latino		11.3%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		1.8%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		5.17	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		5.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		16.0%	Mathematics Performance at levels 3 & 4		19.0%
Science Performance at levels 3 & 4 (4th Grade)		72.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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School Configuration (2014-15)					
Grade Configuration	04,05	Total Enrollment	106	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population		88.1%	% Attendance Rate		91.9%
% Free Lunch		89.9%	% Reduced Lunch		2.4%
% Limited English Proficient		4.2%	% Students with Disabilities		22.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native		N/A	% Black or African American		86.9%
% Hispanic or Latino		11.3%	% Asian or Native Hawaiian/Pacific Islander		N/A
% White		1.8%	% Multi-Racial		N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)		5.17	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)		5.59
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4		16.0%	Mathematics Performance at levels 3 & 4		19.0%
Science Performance at levels 3 & 4 (4th Grade)		72.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate		N/A			
Overall NYSED Accountability Status (2014-15)					
Reward			Recognition		
In Good Standing			Local Assistance Plan		
Focus District		X	Focus School Identified by a Focus District		X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		YES			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native		N/A	Black or African American		N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White		N/A	Multi-Racial		N/A
Students with Disabilities		N/A	Limited English Proficient		N/A
Economically Disadvantaged		N/A			

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
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Years Principal Assigned to School (2014-15)	5.17	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		5.59
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Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
 - Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
- The administrative team and the faculty collaborate to develop programs and strategies that support the full implementation of the Common Core Learning Standards into all subject areas with specific emphasis on ELLs, SWDs and students who fall within the lowest third
 - The overarching goal of the grade level Teacher Teams is to increase student achievement by improving instructional practices through effective planning. During the 2014 – 2015 school year the grade level teams have placed great emphasis on developing the members’ professional knowledge and pedagogical expertise. The teams made changes in their approach to discussing text, by developing question stems that were in line with the new ELA common core assessment. These question stems were a culmination of Webb’s DOK Levels 3 and 4 and the five non-fiction text features. These question stems were incorporated not only during the Literacy Block; they are used in science and social studies as well
 - The weekly schedule includes time for Teacher Team Meetings to develop common core based curriculum maps, lesson plans, units of study (Performance Task), rubrics, differentiated instructional activities and targeted instructional activities. At The Parkway School we foster high expectations for students by engaging them in standards based instructional activities that require critical thinking with the application of skills and strategies. Since each child is uniquely gifted, we use data to make informed decisions when planning. We prepare instructional activities that are within the zone of proximal development so that students can be challenged to achieve to their full potential. That is why we use the Workshop Model of Instruction to provide students with time to engage in differentiated instructional activities. Student

learning is also supported with online blended learning programs that are accessible in school and at home. The school uses Spatial Temporal Math, Ticket to Read, Imagine Learning and MyOn to provide targeted instruction to students

- Standards based assessments are used to monitor student growth and performance in mathematics, reading, science and social studies. Both formal and informal data is used to create instructional activities that address the diverse needs of all learners. The school utilizes Beginning of the Year, Middle of the Year and End of the Year as a progress monitoring tool. Student performance is analyzed through diagnostic assessments on Scantron and Performance Series. The diagnostic results are used to determine specific areas of strength and weaknesses by student and by class

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the achievement of all students in meeting the CCLS standards R.1 and W.1 (Citing evidence from non-fiction texts). Will increase by 40% as measured by the monthly writing assignments assessed with teacher created rubrics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. Utilize item analysis data from Scantron, NYC Baseline Assessment, school wide interim assessments and monthly writing tasks to successfully target students who are performing lower than the 50 th percentile on Level 2 or performing on Level 1	Students performing lower than the 50 th percentile of Level 2	September 2014 – June 2015	Principal, UFT TC Staff Developer and Teachers
2. Provide targeted students with Teacher Directed small group instruction during guided reading (40 minutes three times per week), with emphasis on R.1 and W.1	Students performing lower than the 50 th percentile of Level 2	September 2014 – June 2015	Principal, UFT TC Staff Developer and Lead Teachers
3. Provide students with intervention on Ticket-to-Read (90 minutes per week) and instructional support on MyOn eBooks and Imagine Learning (20 minutes three times per week)	All Students	September 2014 – June 2015	Principal, UFT TC Staff Developer and Lead Teachers
4. Use common planning time to review portfolios, teacher created assessments and rubric based work. Educational consultants will be used to provide professional development to teachers on how to provide students with instruction on	All Teachers	September 2014 – June 2015	Principal, UFT TC Staff Developer, CFN Project Associate and Lead Teachers

how to support written and oral responses with text based evidence			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Targeted Professional Development for teachers once a week including time to have professional conversations about summative data, Common Core Learning Standards, Citywide Instructional Expectations and to examine resources on EngageNY
2. Weekly common preps, after school teacher planning and professional development
3. Extended Learning Time for Students twice a week for two hours each day
4. UFT Teacher Center Staff Developer and Field Liaison will facilitate workshops occurring six times throughout the school year

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
 1. Curriculum maps from September to January will evidence the use of UDL Principles to address the diverse needs of all members
 2. Minutes and agendas of Teacher Team Meetings and professional development will evidence rigorous instructional activities resulting in the completion of four units of study by the end January
 3. Monthly curriculum maps and daily lesson plans will reflect the use of interim data to group and create instructional activities for students resulting in an increase in student writing performance as measured by rubric based assessments
 4. Monthly data from formal and informal observations will demonstrate a 10 increase in overall competency rating as measured by the midyear MOTP reports

Part 6b. Complete in **February 2015.**

5. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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6. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	D
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- The Parkway School has partner with several organizations to promote positive social and emotional health. We have worked with Cook Shop to provide parents and students with instruction on how to prepare healthy meals and how to healthy food choices. The students have also participated in the NYC buildings Department Elevator Escalator Safety Program. The Fire Department of New York has also conducted fire safety workshops for students and CPR workshops for parents
- Each year the results of the Learning Environment Survey are analyzed and a plan of action is developed to address parental concerns. The 2014 Elementary School Quality Snapshot shows that 97% of the parents are satisfied with education that their child has received at The Parkway School
- The staff has received training on utilizing positive behavioral strategies to promote good behavior in all students. Each classroom has a behavioral incentive program that sets clear expectations for in class behavior. In the cafeteria, the faculty members have trained the students on the expected behaviors while dining and while playing at recess. Additionally there is a check system, where each class can receive a check for good behavior each day. At the end of the month the class with the most checks earns a pizza party
- The School Safety Committee, the Attendance Committee, the SLT along with the classroom teachers collaborate to develop activities and incentives to reduce incidents and promote good attendance. The PPC/SIT Committee also meets monthly to discuss targeted students and to develop strategies for meeting their social and academic needs. Behavior Intervention Plans are sometimes utilized to address the needs of students with challenging behaviors. The BIP is completed by the classroom teacher in partnership with the student and the parent. The OORS data so far this school year shows a decrease in the number of Level 3, 4

and 5 infractions this school year

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 30% increase in parent involvement as measured by parent attendance and participation at workshops and meetings that place emphasis on how parents will share the responsibility for improved academic achievement.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. The administrative team, faculty members and Parent Coordinator will engage parents in a series of trainings that focus on RTI strategies that can be used at home to improve achievement in literacy and mathematic	Parents	September 2014 – June 2015	Principal, Parent Coordinator, UFT TC Staff Developer, SAPIS Counselor and Lead Teachers
2. Data driven workshops will be conducted to familiarize parents with the New York State Common Core Assessments and the NYS Item Analysis Report for their child	Parents	September 2014 – June 2015	Principal, Parent Coordinator, UFT TC Staff Developer, SAPIS Counselor and Lead Teachers
3. The Parent Involvement Policy and Parent Compact will be used to develop and implement strategies to promote parental participation at school functions	Parents	September 2014 – June 2015	Principal, Parent Coordinator, Parent Association President and Lead Teachers
4. The Parent Coordinator will conduct weekly workshops based on the Fall Needs Assessment Survey that was administered to parents	Parents	September 2014 – June 2015	Principal, Parent Coordinator, SAPIS Counselor and School Psychologist

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Arabic, French, Haitian-Creole and Spanish speaking translators are needed at parent meetings
2. Student achievement reports from NYS Assessments as well as interim assessments from Scantron are needed to inform parents of their child’s performance
3. Sample CCLS materials are needed to provide parents with guidance on the common core shifts

4. School Messenger and parent access to the online programs are needed so that parents can get real time data on their child's performance and progress

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 - Specify a timeframe for mid-point progress monitoring activities.
- Attendance rate of Parents including New Immigrants and ELLs as well as Parents of Level 1 & Level 2 students at parent meetings will reflect an increase of 5% by the end of January 2015
 - At least 25% of the parents will have logged into Ticket to Read or Spatial Temporal Math to view their child's progress
 - At least 50% of the parents will attend the Fall Open House
 - The weekly Parent Coordinator workshops will show an 10% increase in attendance by the end of January 2015

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The majority of teachers are engaged in structured inquiry based work. Every grade level team’s work is designed to address school-wide instructional goals and school-wide instructional needs as evidenced by data in order to build long-term capacity in strategic areas. The intended outcomes are:

- (1) to increase performance for a targeted group of students toward specific short and long-term learning targets
- (2) expand teachers’ ability to effectively collect and analyze data to identify student needs and determine the effectiveness of instructional strategies and interventions
- (3) create a system that fosters teacher collaboration around using data to improve student outcomes
- (4) using DOK to foster critical thinking, evaluation and application as it pertains to problem solving

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the achievement of all students in meeting CCLS standards 4.OA and 5.OA (Operations and Algebraic Thinking) will increase by 10% as measured by performance on interim math assessments and monthly rubric based teacher created assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
4. Utilize item analysis data from Scantron, NYC Baseline Assessment, school wide interim assessments and monthly mathematics performance tasks to successfully target students who are performing lower than the 50 th percentile on Level 2 or performing on Level 1	Students performing lower than the 50 th percentile on Level 2	September 2014 – June 2015	Principal, UFT TC Staff Developer and Lead Teachers
5. Provide targeted students with Teacher Directed small group instruction during guided reading (40 minutes three times per week), with emphasis on 4.OA and 5.OA during school as well as during Extended Learning Times	All students	September 2014 – June 2015	Principal, UFT TC Staff Developer and Teachers
6. Provide students with intervention on Spatial Temporal Math (90 minutes per week) and supplemental support on Scantron and Skoolbo (20 minutes three times per week)	All students	September 2014 – June 2015	Principal, UFT TC Staff Developer and Teachers
7. Use common planning time to review student work, teacher created assessments and rubric based work. During common planning, Lead Teachers and staff developer will also provide professional development to teachers on effective strategies for teaching mathematics	All Faculty members	September 2014 – June 2015	Principal, UFT TC Staff Developer, CFN Project Associate and Lead Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
3. Program students to attend Math Lab two times per week for 90-minutes total 4. Small group instruction is provided to students 45 minutes per day and regular feedback is provided to teachers based on their practice within this area 5. Teacher Team meetings once per week for 45-minutes. Educational Consultants for curriculum and staff development 6. Extended Day Program – Wednesdays & Thursdays for a total of 4 hours per week

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement

planning. In this part:

8. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
9. Specify a timeframe for mid-point progress monitoring activities.

1. Monthly progress monitoring through Interim assessment data results of students scoring on Level 1 or below the 50th percentile on Level 2 on 4.OA and 5.OA will reflect a 5% increase in achievement by the end of January 2015
2. The administrative data from short frequent cycles of classroom observation focused on small group instruction and regular feedback will demonstrate in an increase in UDL strategies during small group instruction
3. Weekly progress data from Spatial Temporal Math will reflect a 10% increase in mastery as measured by the semi-annual report at the end of January 2015
4. Data from pre-assessments, interim assessment and post assessment from NYS ELA test prep will reflect an increase in 10% increase in overall achievement by the end of January 2015

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:
 11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	D

Part 1b. Needs/Areas for Improvement:
 13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- At The Parkway School, we believe that all students are uniquely gifted and have the potential to excel academically given the appropriate tools and resources. Our school’s core beliefs are echoed in our SCEP goals in Tenet 2 and 3 by placing special emphasis on developing standards based instructional practices that promote academic achievement
- The Workshop Model of instruction is used to place the ownership of learning on the students. Through guided practice and independent/small group activities, students are provided with opportunities to apply the skill, strategy or concept they are being taught. Small group instruction allows for differentiation so that the teacher may plan instructional activities that are academically suitable for each students performance level. In all classrooms, there is a school specific Balanced Literacy Framework and Balanced Math Framework that has been created on the belief that all students are uniquely gifted. The Literacy and Math Frameworks allow for the students to engage in Accountable Talk, Socratic Seminars and debates. The aforementioned discussion techniques provide students with the opportunity to think critically, use text based evidence to substantiate a point of view and establish concrete reasoning to support their procedures and responses
- Horizontal and vertical planning with the content area teachers and providers is used to develop curricula that address the needs of all learners which include SWDs, ELLs and the students who fall within the lowest third. Extended Learning Time is offered to SWDs, ELLs and lowest third through afterschool programs specifically designed to address their individual needs. SWDs and lowest third students participated in an

afterschool program that meets once a week for 2 hours. The program focuses on developing vocabulary and reading comprehension skills. The ELL students attend a weekly afterschool program for two hours where students receive instruction in vocabulary, phonics, mathematics and reading comprehension. Title III funds are used to fund the program which runs from November to May of each year

- Teacher Leaders are used to lead teacher team meetings and professional development. The teachers have opportunities to collaborate with colleagues to develop rubrics, units of study, assessments and to look at student work. During professional learning meetings the Teacher Leaders use the skill-of-the-week, monthly writing genre, book of the month, monthly math performance and the Balanced Math and Literacy Frameworks to engage their colleagues in activities that require them to look at student work products to assess rigor, discuss differentiated instructional activities to address varied student achievement levels and learning styles. These strategies are used to create the monthly curriculum maps and daily lesson plans

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 teachers will be provided actionable feedback and will improve in competency 3(b) Questioning and Discussion Techniques, as measured by at least one HEDI increase.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
3. Teachers will use the Common Core Learning Standards as guidance for developing Performance Tasks, rigorous lesson plans and curriculum maps that place emphasis on critical thinking and analysis of information	All faculty members	September 2014 – June 2015	Principal, UFT TC Staff Developer, CFN Project Associate and Lead Teachers
4. By working collaboratively we will continue to enhance the work of grade level Professional Learning Communities/Teacher Teams by meeting weekly and using the process of reflective practices to examine student work products, executed lesson plans and data resulting from daily lessons	All faculty members	September 2014 – June 2015	Principal, UFT TC Staff Developer, CFN Project Associate and Lead Teachers
5. We will further develop colleague to colleague learning through inter-visitations which will place emphasis on best practices that produce an increase in student achievement	All faculty members	September 2014 – June 2015	Principal, UFT TC Staff Developer, CFN Project Associate and Lead Teachers
6. Teacher goals along with beginning of the year and middle of the year self- assessments will be used as guidance to drive monthly professional development opportunities for teachers with a focus	All faculty members	September 2014 –	Principal, UFT TC Staff Developer,

on the Danielson Teacher Evaluation Framework, specifically competencies within Competency 3(b) Questioning and Discussion Techniques of the Danielson Teacher Evaluation Framework		June 2015	CFN Project Associate and Lead Teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

7. Professional development opportunities from educational consultants
8. Workshops and coaching from the UFT Teacher Center Staff Developer
9. Coverage for teacher inter-visitations as well as to attend professional development outside of the school
10. Extended teacher planning time for PLCs to meet

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 6. Specify a timeframe for mid-point progress monitoring activities.
5. Teachers will use the Citywide Instructional Expectations to develop six common core based units of study, three in Literacy and three in Math. The units of study will be completed over the course of six to eight weeks. The first set of Literacy and Math units will begin in October of 2014 and the second set by the end of January 2015
 6. Protocols for collaborative planning will be used to structure weekly PLC/Teacher Team meetings. The PLCs will focus on coherence in work, curriculum planning and building professional capacity through collective responsibility.
 7. Quarterly inter-visitations will be scheduled and teachers will be provided with an Inter-visitation Observation Feedback form to record best practices they observed and next steps for implementation in their classroom. Following the inter-visitations, snapshots will be conducted to ensure that teachers have incorporated the strategies into their instructional practices. Each teacher will engage in one inter-visitation by the end of January 2015
 8. Advance will be used to gather data from the monthly informal and formal observations to monitor teacher performance, specifically in Competency 3(b) Planning and Preparation of the Danielson Teacher Evaluation Framework. MOTP data from Advance will show a 5% increase of performance from Developing to Effective by the end of January 2015

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:
 15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
 16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:
 17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
 18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- During the 2013 – 2014 school year there was an increase in the number of parents attending school celebrations. On average, more than 50 parents attended school celebrations and assemblies
- The 2014 Elementary School Quality Snapshot shows that 89% of the parents feel that the school offers a wide variety of courses, extracurricular activities, and services.
- The data from ATS reports reflects that amongst the students identified as chronically absent, there is a high population of students whose housing status is designated as “Temporary Housing” or “Doubled up”. Nearly 25% of this population of students were housed at PATH in the Bronx at some point during the 2012 – 2013 school year
- Parents attend weekly parent workshops at the school’s Parent Involvement Center. Many parents use it as a resource to learn more about the educational system

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 there will be a 20% decrease in the number of Chronically Absent students as measured by monthly attendance reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 13. Strategies to increase parent involvement and engagement 14. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Improve communication between the school and parents regarding attendance	Parents	September 2014 – June 2015	Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor
6. Provide supportive services for long-term absentees, truants, and other at-risk students and their families	Targeted CA students and their Parents	September 2014 – June 2015	Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor
7. Make all staff members aware of the need to promote good attendance, keep accurate records, monitor attendance patterns, and maintain sensitivity to individual students’ needs	All faculty members	September 2014 – June 2015	Principal, SAPIS Counselor and Guidance Counselor
8. Provide incentive programs and recognition for good attendance	Targeted CA students	September 2014 – June 2015	Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Arabic, French, Haitian-Creole and Spanish speaking translators are needed at parent meetings
- Afterschool counseling for parents and students with the SAPIS Counselor and Guidance Counselor
- Professional Development sessions conducted by the Guidance Counselor and SAPIS Counselor for faculty members
- Incentive materials/prizes to promote good attendance

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

5. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
6. Specify a timeframe for mid-point progress monitoring activities.
 3. The school contact the parents of students who are late or tardy on a daily basis so that an average attendance rate of 92% can be achieved by midyear
 4. Students who are designated as Chronically Absent or late will meet with their mentor on a weekly basis to discuss strategies to improve their attendance. Monthly checks will be used to help the students achieve a goals of at least a 5% improvement in lateness and tardiness by midyear
 5. Monthly parent meetings will be held for parents of students designated as Chronically Absent or late to promote the awareness of the impact that a student’s attendance rate has on their academic performance. By midyear at least 50% of the parents will have attended at least one monthly parent meeting

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction Ticket to Read Imagine Learning Extended Learning Day	Small Group Online Online Small Class	During the Day During the Day During the Day Afterschool
Mathematics	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction Spatial Temporal Math Extended Learning Day	Small Group Online Small Class	During the Day During the Day Afterschool
Science	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction	Small Group	During the Day
Social Studies	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction	Small Group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified by the teacher or a request made by a parent	Pull-out	One to One	During the Day

Section 7: Title I Program Information

Directions:

7. All schools must indicate their Title I status in Part 1
8. All elements of the *All Title I Schools* section must be completed in Part 2
9. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
10. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
11. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
12. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

2b. High Quality and Ongoing Professional Development

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

- The CFN provides high quality professional development for the Principal, SBST and Teachers
- Para-professionals attend professional development from the UFT Teacher Center Staff Developer and the Division of Students with Disabilities and ELLs
- The Principal receives coaching and professional development from the District 17 Superintendent and the NYC Leadership Academy
- The teachers attend professional development provided by the Department of Education as well as the United Federation of Teachers
- Professional Development is designed to meet the ongoing needs of the students and the administrative team uses professional development providers such as Teacher Created Materials and Ramapo to conduct workshops on specific topics

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

N/A
The Parkway School services students in grades four and five.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

The administrative team works collaboratively with the faculty to make decisions regarding assessments. Professional development time on Mondays is used to engage teachers in professional learning activities regarding formal and informal assessments. The administrative team works along with the UFT Teacher Center Staff Developer and PSO instructional staff to provide learning opportunities with respect to creating summative assessments, rubric based assessments and performance unit assessments.

The faculty members utilize the Common Core Learning Standards as benchmarks for student performance. Teacher Team meetings are used as a forum to analyze student data and develop grade appropriate assessments that measure student performance through multiple modalities. Teachers use rubrics and checklists to convey the expectations of the instructional tasks. Unit plans are created during the Teacher Team meetings to ensure that all students on the grade are held to the same standards. Collaboration has been the key to teacher decisions regarding assessments.

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

Directions: All Schoolwide 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 Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide 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 Schoolwide Program, the amount each program contributes to the consolidated Schoolwide 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 Schoolwide 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			

Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide 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, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide 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 Schoolwide 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 Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide 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 Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide 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:

3. **Title I, Part A – Schoolwide 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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

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

school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 17	Borough Brooklyn	School Number 167
School Name THE PARKWAY SCHOOL		

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	170	Total number of ELLs	6	ELLs as share of total student population (%)	3.53%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE				3	2	1								6
SELECT ONE														0
Total	0	0	0	3	2	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	3	1	1	3						6

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	3	1	1	3	0	0	0	0	0	6
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	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)				2										2
Intermediate(I)				1	1									2
Advanced (A)					1	1								2
Total	0	0	0	3	2	1	0	6						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2						2
8									0

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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
Fountas & Pinnell Running Records are used to assess student's early literacy skills. The data from the September Fountas & Pinnell BOY (Beginning of the Year Assessment) shows that Spanish and Haitian-Creole speaking students are performing on average one year below level in reading while Arabic speaking students are performing two years below level. This data reveals that there is a

need to provide Arabic speaking students intensive intervention in phonics and reading comprehension. We have concluded that due to the complexity of transitioning from the Arabic language to English language, Arabic students are in need of additional periods of instruction in Language Arts. Supplemental programs such as Access Code (Foundations in the Learning) will support students in developmental reading and phonics. Currently all Arabic speaking students are receiving instruction with Access Code. The first interim assessment will be administered shortly.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Cumulatively across all grades it shows that students perform highest in Speaking, with a mean score of (24). In listening, reading and writing the mean scores are (17), (17) and (9) respectively. In grade 3 the mean scores are (15) for Listening, (19) for Speaking, (10) for Reading and (7) for Writing. In grade 4 the mean scores are (13) for Listening, (23) for Speaking, (9) for Reading and (7) for Writing. In grade 5 the mean scores are (21) for Listening, (30) for Speaking, (23) for Reading and (13) for Writing. The data reveals that proficiency in Reading and Writing continually lag proficiency in Listening and Speaking. Additionally, it reveals that students are able to make a 30% increase in proficiency from third to fifth grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The 2013 NYSESLAT combined modality sets analysis has not been released by SED as of November 14, 2013.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

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

After a careful review of interim and standardized data, students who score within Level 1 are initially targeted for Tier I intervention, which includes differentiation of the lesson by process, incorporating visuals that show corresponding words, partner work with a bilingual student who speaks the same native language and assignment of homework activities that promote vocabulary development and comprehension. All students in the school use Ticket to Read which is an online program that builds vocabulary and increases reading comprehension. Spanish native language speakers are able to use Ticket to Read in both Spanish and English. All students receive 90-minutes of lab instruction on Ticket to Read. Tier II intervention for ELLs includes small group instruction during Guided Reading and the Math workshop, supplemental workbooks in students' native language (Spanish), 20-minutes a day of phonics and vocabulary development on Access Code (Foundations in Learning) and Voyager Passport Student Reading Packs are used for fluency. Monthly assessments are administered to students in reading and writing. Should the assessments reveal that students are not making progress in Tier I and Tier II intervention, students will be recommended for Tier III intervention which may include one or more of the following: an extra 45-minute period of pull-out ESL instruction twice per week focusing on vocabulary and reading comprehension, eight weeks of at risk SETSS for three periods per week, mandatory tutoring during Extended Time Session for 100 minutes per week, attendance in the ESL Afterschool Academy for two hours per week and/or participation in the Monday Afterschool Reading Program for two hours per week.

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

that will enhance the students' language development within the classroom.

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

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

N/A

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a parent registers their child in The Parkway School as a student who is new to the New York City Public Schools, Assistant Principal Marcia Bolden or the ESL Teacher Ms. Julien, who speaks French, administers a Home Language Identification Survey (HLIS) to the parents in order to determine what language the child speaks at home. Other bilingual personnel such as Principal Mardy who speaks Haitian-Creole and Para-Professional Colon who speaks Spanish also assists with the informal interview. There is an itinerant staff member, Ms. Muhammed, who speaks Arabic. An informal interview is conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R is administered within the first ten days of enrollment in the school.

All parents of students identified as ELLs are contacted by the ESL Teacher and students are tested within 10-days. In most cases, the initial review and identification is immediate and then subsequently confirmed by the LAB-R. The following reports are run on ATS to ensure that students are properly identified through the following ATS reports; RBCS, RBEX, RBPS and RELC. Students who score below proficiency on the LAB-R, are then administered the LAB. The LAB identifies the language that the student is most dominant in.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The ESL teacher gives parents a date to attend a Parent Orientation with the ESL Teacher, parent coordinator, a member of the administrative team and school staff developer. The orientation takes place within a week of the parents being notified of the child's participation into the ELLs program. Parents have the opportunity to view a video and they are given a brochure with information in their native language and there is a presentation on the types of programs that are available to the students. The orientation video is presented and bi-lingual staff members explain the Transitional Bilingual Program, Dual Language Program

and Freestanding ESL Program in the parent's native language. The video, brochures and discussions are used to help parents make more informed decisions about the instructional methodology that would be most suitable for their child.

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ESL Teacher Ms. Julien describes the Freestanding ESL Program that is available at the school. If the program that the parents select is not available at this school, Ms. Julien works closely with the parent and the Student Enrollment Office to ensure that the parents is able to enroll their child in a school that has the program of their choice. The ESL Teacher also informs the parent that our school could place them on a waiting list for a bilingual class until there are 15 or more students with the same language and grade. Correspondence is done in the parent's language of choice and translators are present to explain the options to the parents.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Based on the data available from the past three years, it appears that 100% of the parents select to enroll their child in the ESL Program here at the school. This school years two ESL families registered and they both selected the freestanding ESL program that we currently offer. It appears that most parents want their child fully immersion program whereby the child is engaged in

instruction in English for the entire day. The NYSESLAT data from 2012 and 2013 shows that students quickly acquire speaking skills in our ESL program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

All students receive 105-minutes per day of ELA instruction. When a student receives ESL instruction during the Literacy Block, the ESL Teacher uses the skill and strategy focus of the week to instruct the students. The ESL teacher bases her ESL instruction on what the classroom teacher is teaching in ELA. Beginner and Intermediate ELLs receive eight periods per week of ESL instruction.

Advanced ELLs receive four periods per week of ESL instruction. To the extent possible, the ESL Teacher pushes in to the classroom and co-teaches with the classroom teacher to scaffold learning for the ELL students.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

The ELLs take interim quarterly assessments. The ESL Teacher uses Finish Line for ELLs which has Common Core based questions at the end of each unit. The questions also include multiple choice, written response, and oral response. As the year progresses the proficiency levels of the questions increase within each lesson to promote advancement. After the assessments are scored, parents receive letters in their choice language informing them of the child's progress.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

ELL students who have received four to six years of service will receive scaffolded instruction. The teachers use UDL principles to

created differentiated instructional activities that address the specific needs of these learners. The students also participate the Afterschool Academy which provides students with supplemental instruction in ELA and Math on Mondays and Thursdays for two hours per day. Very often these students fall within the lowest third in ELA performance. As a result, they will be invited to attend the Developmental Reading Afterschool Program which operates from September - December each year.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

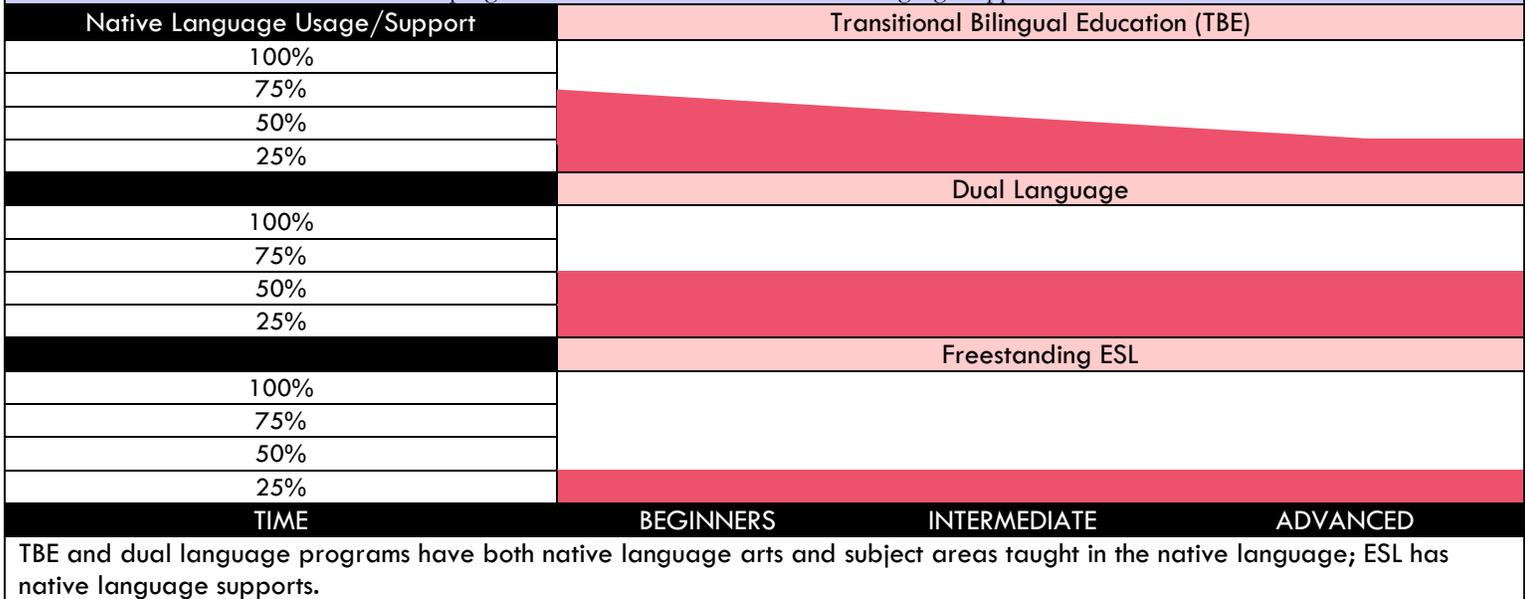
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



B. Programming and Scheduling Information--Continued

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

(simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

The 2013 - 2014 ELL professional development plan includes a variety of topics and issues pertaining to the achievement of our ELL students. Some of the topics include using pictures to develop vocabulary, strategies for teaching bilingual students, project based learning, math in everyday life, using technology as an instructional resource for teaching ELLs and using the arts to strengthen oral communication. Dictionaries, thesaurus, and plenty of visuals for the ELL students in the classroom are also important and provided to the teachers to support the ELL students in the classroom.

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

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

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Different assessment tools are used in the school to assess early literacy skills of ELLs. The school uses ECLAS, DRA, Continental Press and Spectrum to monitor student progress. Upon review of our LAB-R, RLAT and NYSESLAT data it is evident that the instructional priority is reading and writing. Classroom teachers use differentiated small group instruction to provide ELLs with instructional support in reading comprehension and writing.

The data also reveals the need to use multiple modalities of instruction. Students typically perform better in listening and speaking than reading and writing. We will target instruction by using instructional strategies that improve proficiency in listening, reading and writing. For listening, we will have our ELLs do more phonics work, listen to more audiocassettes, so they can enhance their listening skill as well as familiarize themselves with the standard spoken language. For reading and writing, students learn more strategies such as recognizing cause and effect, comparing and contrasting and making predictions, etc. and practice more writing exercises by using four-square. Targeted ELLs at the beginners level receive intensive instruction focusing on the five major components of reading: phonics, fluency, phonemic awareness, comprehension and vocabulary.

Our plan for students' academic language development is based on ongoing assessments of students' achievement in content areas as well as language skills. We use five key strategies to help ELLs develop their academic language. Many ELL students are members of the Art Club, Math Club, Music Club and Science Society. These clubs promote the use of academic vocabulary.

Part VI: LAP Assurances

School Name: <u>The Parkway School</u>		School DBN: <u>17K167</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marc H. Mardy	Principal		11/14/13
Marcia Bolden	Assistant Principal		11/14/13
Paulette Holland	Parent Coordinator		11/14/13
Rose Marie Julien	ESL Teacher		11/14/13
Joselyn Santos	Parent		11/14/13
David McGowan	Teacher/Subject Area		11/14/13
Leonie Bernard	Teacher/Subject Area		11/14/13
Elaine Perkins	Coach		11/14/13
	Coach		11/14/13

Vicente Morgan	Guidance Counselor		11/14/13
Meghan Kelley	Network Leader		11/14/13
Malka Levitin	Other <u>OI</u>		11/14/13
Fabienne Hyacinthe	Other <u>SW</u>		11/14/13
Corey Varga	Other <u>School Psychologist</u>		11/14/13
	Other _____		11/14/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **6** Network: **613**

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

