

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**17K002**

**School Name:**

**PARKSIDE PREPARATORY ACADEMY**

**Principal:**

**ADRIENNE SPENCER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Parkside Preparatory Academy School Number (DBN): 17K002  
Grades Served: 6-8  
School Address: 655 Parkside Avenue, Brooklyn NY 11226  
Phone Number: 718-462-6992 Fax: 718-284-7717  
School Contact Person: Adrienne Spencer Email Address: aspence1@schools.nyc.gov  
Principal: Adrienne Spencer  
UFT Chapter Leader: Arthur Slifkin  
Parents' Association President: Vanessa Rosser  
SLT Chairperson: Adrienne Spencer  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Vanessa Rosser  
Student Representative(s): N/A

**District Information**

District: 17 Superintendent: Clarence G. Ellis  
Superintendent's Office Address: 1224 Park Place Room 130, Brooklyn NY 11213  
Superintendent's Email Address: cellis3@schools.nyc.gov  
Phone Number: 718-221-4372 Fax: 718-221-4326

**Borough Field Support Center (BFSC)**

BFSC: South Director: Cheryl Watson Harris  
Director's Office Address: 415-89<sup>th</sup> Street, Rm. 409  
Director's Email Address: cwatson21@schools.nyc.gov  
Phone Number: 718-759-5131 Fax: 718-630-1634

## 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 Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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) |
|-------------------|---|----------------------|
| Adrienne Spencer  | *Principal or Designee  |                      |
| Arthur Slifkin    | *UFT Chapter Leader or Designee   |                      |
| Vanessa Rosser    | *PA/PTA President or Designated Co-President  |                      |
| Jawara Hudson     | DC 37 Representative (staff), if applicable   |                      |
|                   | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                      |
| N/A               | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                      |
| N/A               | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                      |
|                   | CBO Representative, if applicable   |                      |
| Linor Castro      | Member/ CSA   |                      |
| Nadger Henry      | Member/UFT  |                      |
| Shirley Hemphill  | Member/Parent   |                      |
| Cheryle Ledlum    | Member/ Parent  |                      |
| Charlotta Forde   | Member/Parent   |                      |
| Therdanna Andrews | Member/Parent   |                      |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | Member/   |                                 |

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

The 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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: CEP 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Parkside Preparatory Academy @ MS 2 is located in Flatbush, Brooklyn and is home to approximately 475 students of diverse ethnic backgrounds - 81% Black, 12% Hispanics, 3% White and 3% Asian. Our school accommodates students in grades 6 to 8 and they hail mostly from the United States of America, the Caribbean, Africa and the Mid-East. We presently have 55% Males and 45% Females. We also have Special Needs students including Special Education students and English Language Learners.

Parkside Preparatory Academy worked with a number of educational partners and institutions to accomplish the Vision and the Mission for our school. Our 2014 – 2015 external partners included **Medgar Evers College** which provided enrichment and professional development programs for students, teachers and parents. We also participated in a STEMS program with **Suny Downstate**. This allowed doctoral students to work as mentors with our students in the areas of Life Science, Neurology, Earth and Space and Computer Programming . **NYCDOE Citizen Science** also provided our students with opportunities to utilize institutions such as the Bronx Zoo and NY Botanical Garden. Students engaged in projects such as water-quality studies, macro-invertebrate and leaf-pack study.

Another strong affiliate was the **Urban Advantage Science** program which promoted professional development learnings for staff and opportunities for students to further their understanding of scientific inquiry through collaboration with urban institutions. There is a parent involvement component in the Urban Advantage Program.

PPA also partnered with National Archives through the **Teen Thursday** program. This initiative developed by NYC Department of Education allowed students to deepen their knowledge of history through participation with the cultural partners.

The **Beacon Program** has also supported our instructional program by allowing students to engage in recreational, tutorial and experiential learning.

PPA also extends the core curriculum by offering Culinary Arts, Visual Arts. Physical and Health Education, Music, Debate, Drama, Language and Dance.

High School Regents level courses are offered in Math, Science and U.S. History and Government in accelerated classes and the Spanish proficiency exam. Our goal is to include Earth Science in the 2015-2016 school year.

RESO A grants also allowed for increased technology usage for our students.

The Holland Opus Foundation also provided musical instruments for our school band.

Our school building is 21 years old and is a beautifully kept building that provides an attractive, welcoming and appealing environment. Our school is also home to a District 75 program, P141K and a Charter school, Explore.

Our goal of having a school that serves all of its students by providing an exemplary education is being realized every day at Parkside Preparatory Academy. We continue to extend our goals to higher expectations from both staff and students. We know all of our students can learn and we have very high expectations for them to achieve the highest levels. We take our vision and mission very seriously:

**Vision:** We see Parkside Preparatory Academy as a community committed to developing and maintaining a culture of excellence, high expectation, mutual respect and collaboration by all students, staff and parents.

**Mission :** All students are expected to achieve success in our caring, safe and orderly community. Through a rigorous educational program, implementation of standards-based curricula, student centered teaching, and appropriate use of technology, our student are being prepared to become critical thinkers, problem solvers and productive leaders of the 21st Century.

Parkside Prep is proud of the direction in which the school is headed. Best practices include end-of-year expositions and symposiums. Proudly displayed around the school are students' work in the Visual Arts, Culinary Arts, Science Expo, Music and Dance recitals, Physical Education Sports Day, College and Career Expos and STEMS symposiums. Teachers also have a best practice share.

Parkside Prep has configured the student population into three houses, Aristotle, Plato and Socrates, each led by a school leader, teacher leaders, family supports (staff members), student congress, counseling, behavior and parent involvement supports. The goals of this structure are to raise student achievement, build community relationships, provide supports and promote personalized attention to students.

The student body is supported by 1 Principal, 2 assistant principals, 33 teachers, 1 guidance counselor, 1 psychologist, 1 occupational therapist, 1 nurse, 1 social worker, 1 community associate, 1 SAPIS worker, 5 paraprofessionals, 1 secretary, 4 safety officers, 6 school aides, 1 full time speech teacher, and 1 family worker. Other staff includes subject coordinators, a parent coordinator, as well as additional related support staff.

The Framework for Great Schools promotes all stakeholders, internal and external, to work together to improve student achievement and learning opportunities. Parkside Prep has recognized a number of the elements and has been working towards building rigorous instruction, a supportive and safe environment, collaborative teachers, and strong family and community relationships. We have also been working on effective school leadership. We will work to build the trust that encompasses all of these elements in the coming year.

We, of course, do not work in isolation, but rather in collaborative teams. This includes parent/guardians, and community members, in addition to administrators, staff and students. Our task is large and comprehensive, with a community of diverse students, and so we need to respond in kind. Our strategies for sustaining our programs include an extensive outreach to community resources and grant writing.

## 17K002 School Information Sheet

| School Configuration (2014-15)                                  |          |   |     |   |       |
|---|----------|---|-----|---|-------|
| Grade Configuration   | 06,07,08 | Total Enrollment                                | 478 | 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   | 12       | # SETSS   | N/A | # Integrated Collaborative Teaching           | 12    |
| Types and Number of Special Classes (2014-15)                   |          |   |     |   |       |
| # Visual Arts   | 18       | # Music   | 18  | # Drama                                       | N/A   |
| # Foreign Language  | 6        | # Dance   | 2   | # CTE   | N/A   |
| School Composition (2013-14)                                    |          |   |     |   |       |
| % Title I Population  | 82.0%    | % Attendance Rate                               |     |   | 92.5% |
| % Free Lunch  | 82.7%    | % Reduced Lunch                                 |     |   | 8.4%  |
| % Limited English Proficient                                    | 6.5%     | % Students with Disabilities                    |     |   | 15.2% |
| Racial/Ethnic Origin (2013-14)                                  |          |   |     |   |       |
| % American Indian or Alaska Native                              | 0.6%     | % Black or African American                     |     |   | 84.1% |
| % Hispanic or Latino  | 10.0%    | % Asian or Native Hawaiian/Pacific Islander     |     |   | 3.8%  |
| % White   | 0.8%     | % Multi-Racial                                  |     |   | N/A   |
| Personnel (2014-15)   |          |   |     |   |       |
| Years Principal Assigned to School (2014-15)                    | 11.83    | # of Assistant Principals (2014-15)             |     |   | 2     |
| # 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)       |     |   | 2.9%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.5%     | Average Teacher Absences (2013-14)              |     |   | 7.03  |
| Student Performance for Elementary and Middle Schools (2013-14) |          |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | 19.9%    | Mathematics Performance at levels 3 & 4         |     |   | 15.8% |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A      | Science Performance at levels 3 & 4 (8th Grade) |     |   | 32.9% |
| Student Performance for High Schools (2012-13)                  |          |   |     |   |       |
| ELA Performance at levels 3 & 4                                 | N/A      | Mathematics Performance at levels 3 & 4         |     |   | 85.7% |
| 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  | X        | Local Assistance Plan                           |     |   |       |
| Focus District  | X        | Focus School Identified by a Focus District     |     |   |       |
| Priority School   |          |   |     |   |       |
| <b>Accountability Status – Elementary and Middle Schools</b>    |          |   |     |   |       |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |          |   |     |   |       |
| American Indian or Alaska Native                                | N/A      | Black or African American                       |     |   | YES   |
| Hispanic or Latino  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     |   | YES   |
| 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  | YES      | Asian or Native Hawaiian/Other Pacific Islander |     |   | N/A   |
| White   | N/A      | Multi-Racial                                    |     |   | N/A   |
| Students with Disabilities                                      | YES      | Limited English Proficient                      |     |   | YES   |
| 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      |   |     |   |       |
| <b>Accountability Status – High Schools</b>                     |          |   |     |   |       |
| 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 – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

The Framework for Great Schools Report 2015 shows that our school attained a developing for “How well does the school assess what students are learning” in the area of Rigorous Instruction (2.2).

The school's strengths (School Quality Snapshot 2013-2014):

Student Attendance: 93%

Over 88% of the school's former 8th graders earn enough high school credit in 9th grade to be on track for high school graduation.

86% is the average pass rate for courses in Math, English, Social Studies and Science.

Parkside Preparatory Academy has a curriculum that is inclusive, motivating and aligned to the Common Core Standards.

High standards and rigorous opportunities are promoted in every classroom. Programs in Visual Arts, Instrumental Band, Culinary Arts, Dance, Health Services, Home and Career, tutoring, STEMS and Regents courses are included. Math and Science success centers allow students additional opportunities to meet requirements. Extensions outside the classroom include field trips, college tours, recreational trips, hiking and biking.

Opportunities for parental involvement are plentiful including monthly PTA meetings, cultural and scientific inquiry trips through Urban Advantage programs, Curriculum Nights, Math Nights, School Leadership Team meetings, First Thursday and parent engagement Tuesdays.

Our strengths also include collaboration with Community Based Organizations - Medgar Evers Beacon Program provides recreational and academic services; SUNY Downstate provides a STEMS Program in science and technology; Medgar Evers College Pipe Line to School (STEMS Program); Holland Opus Foundation provides musical instruments; Citizen Science; NYC DOE Teen Thursday and the Office of Council Member of the 43rd District provides resources to help sustain our school's programs.

Effective management of human and fiscal resources is a major strength. Leadership is distributed among administrators and teachers. The budget and all decisions are aligned to the school's vision and goals. Supportive school structures enable teacher collaboration and adult responsibility for student relationships, which enhances the students instructional time.

Students with IEPs have access to the Common Core State standards. Interventions for all students are provided.

The 2013-2014 Quality Review states:

Teacher teams collaborate in supporting the school’s goals, implementation of the CCLS, and analysis of student data to ensure progress toward goals and student achievement. (4.2)

- Teacher teams use specific protocols to analyze student performance data, school wide data, and CCLS alignment, thus identifying effective instructional strategies and students’ academic needs.
- In addition, teacher teams dedicate time to align the curricula to the CCLS, and make adjustments to performance tasks to further advance the school’s instructional goals.
- As a result, the school’s structure in fostering high levels of collaboration and supports leads to effective teacher teams, thus cultivating professional development to increase teachers’ growth and students’ academic achievement across the school.

2013-2014 Quality Review states our areas of need are to:

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 33 (100%) of teachers will demonstrate their progress in raising rigor in instruction as measured by an increase in one level of domain 3 of the Danielson's Framework rubric as well as evidence of rigor in students’ Common Core aligned performance tasks, units of study and the integration of the Common Core shifts in instruction.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|--|---|--|---|
| <p><b><u>IMPLEMENT PRACTICES TO ASSESS AND INCREASE RIGOR AT THE CLASSROOM LEVEL</u></b></p>   | <p>Parents, students, teachers</p>                      | <p>September 2015 - June 2016</p>                          | <p>BFSC personnel, school leaders, consultants, lead teachers</p>   |

### **Unit Planning**

- Development of units of study and performance tasks that are aligned to the performance standards ensuring implementation of the Common Core shifts in instruction.
- Defining the standards for the curriculum and units of study
- Learning targets are aligned to the standards
- Assessments tasks are aligned to learning targets
- Instructional activities are aligned to learning targets and standards
- Assignments must be at an appropriate level of cognitive demand
- Homework assignments are meaningful
- Instructional activities are aligned
- Examination of students' work

### **Clear Expectations**

- Every student clearly knows what it takes to obtain a level 3 or 4
- Samples of quality work or exemplars are reviewed by teachers and discussed with students
- Teachers' questions align to the complexity of the standards
- Students are encouraged to submit drafts as part of the total grade
- Students are expected to persevere and redo work before the final copy is submitted.

### **Feedback**

- Ensure that students are provided with extensive and specific feedback
- Teachers and peers review work and provide feedback and parents are involved in checking and responding to students' work.

### **Working Towards Success for Students**

- Instruction is differentiated to challenge students working at all levels of cognitive demand
- Adequate time and additional instruction is provided without penalty for students to redo the work and retake assessments until standards are met.
- Students may redo assignments to work towards mastery.

- A system of intervention is in place that is triggered whenever a student falls below a level 2 and extra help is provided to meet their needs.

**PROFESSIONAL DEVELOPMENT**

- Professional development activities will include knowing and assessing the standards;
- Development and or adapt/adopt performance tasks and units of study.
- Questioning techniques that reinforce and promote high level thinking.
- Provide research-based instructional programs such as Read 180
- Identify and implement strategies to address the needs of students with disabilities, English language learners and other high-need student subgroups.
- Promoting learning activities that meet students at their cognitive levels
- Training in research-based instructional programs such as Read 180, MyOn, Destination Learning, System Learning, Fastt Math, Go Math and STEMS training for Math and Science
- Provide training for families in supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.
- training for teachers to serve as facilitators/coach in facilitating learners
- Analyzing students' work and data to inform teaching and learning.

Professional development activities will include the implementation of the DOE's Mentoring Plan which match experienced teacher leaders who have achieved an effective or highly effective rating on Danielson's rubric, to new teachers. According to our plan, teachers will meet a minimum of two times per week for coaching/modeling/planning/co-teaching/intervisitation or learning walks. These activities will be inputted into the online system for monitoring by administration and the DOE.

Other professional activities will include the implementation of the DOE/UFT Monday and Tuesday initiatives. We have designated every Monday every month for specific activities with a focus on teacher team development. On the first Monday Content Area Teacher teams will meet to strategize, examine curricula, share best practices, adapt curriculum or create tasks as needed; The second Monday is Data Monday when, teacher

teams will meet in house or instructional groups to discuss student progress based on data obtained through student work and assessments. Specific teacher teams will meet on the third Monday (Special Education, ENLs, cross- curricula to continue to discuss students' progress and the fourth Monday is designated Schoolwide Monday when schoolwide policies and practices will be shared/discussed, instructional guidance will be given and workshops will be provided based on identified needs and requests by teachers.

Workshops will be provided for an additional 35 minutes on Tuesdays again based on needs identified through observations, learning walks and teacher requests. The school will also utilize applicable Webinars, lunch 'n learns, afterschool workshops and additional congruence meetings based on common professional activity periods. These schedules were created by the programmer and given to teachers.

Teachers will be sent to workshops on a variety of topics provided by the BSCF offices, NYCDOE, NYSED and curriculum providers. Teachers will be required to submit a summary of learnings and share strategies with staff on Schoolwide Mondays.

On certain occasions, PPA will hire the services of resource personnel to provide specific PD workshops to groups of teachers or to the entire staff.

Teacher training will also focus on meeting the goals outlined in the CEP ie. parental involvement strategies; improving teacher efficiency and maintaining a wholesome environment.

Monitoring of our professional development program include frequent cycles of teacher observation with actionable feedback focusing on targeted areas of Danielson components 1a, 3b, 3c, and 3d. As noted above, teachers are asked to submit summaries of all outside workshops attended and to share the information with the rest of the staff when applicable. Teachers are advised to keep a professional development log as part of their professional responsibility.

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| <p>Our students with disabilities, English language learners and other high-needs student subgroups will be our priority. A number of strategies will continue to be used to address the needs of these groups. For our English language learners strategies include Total Physical Response (TPR), Q-tel strategies, KWL charts, reciprocal teaching, vocabulary charts. These strategies can also be used with our students with disabilities and other high-needs student subgroups and also include visualization, think-pair-share, sentence stems, cooperative groups, graphic organizers, journals, learning logs, reading logs, vocabulary logs, inside-outside circles.</p> <p>Ongoing teacher team meetings will identify strategies to implement and further strengthen instruction e.g. SUPER IT, RACE, RICE and RAFT. Implementation of the Common Core shifts and Standards of Practice in instruction will continue to form the basis of our program to address the needs of the high-needs population.</p> <p>Across all classrooms, teachers will use an appropriate tool ie. spreadsheet, PPA's clipboard/assessment rubric etc. to track student's progress and provide feedback. Across the school two curricular aligned uniform assessments per unit will be implemented and analyzed to inform instruction and progress towards standards.</p> <p>Frequent cycles of observation will continue to be used to collect data to address the needs of teachers and students. Teacher teams will continue to meet using an established protocol to analyze student work, to identify areas of concern and to create actions plans to address these concerns. The sharing of strategies that work will continue to be an important component of our instructional program.</p> | <p>All teachers, High-need student subgroups</p> | <p>September 2015 - June 2016</p> | <p>Principal, Assistant Principals, Coordinators, lead teachers,</p> |
| <p>Every effort will be made to engage families and support their understanding of rigorous instruction and the Common core so that they will be able to support their children at home.</p> <p>These efforts will be disseminated through meetings of the Parent Association, the School Leadership Team, two Title III meetings and four open school sessions. The Parent Coordinator will present one parent workshop every month that will cover a</p>  | <p>Parents, All Teachers</p>                     | <p>September 2015 - June 2016</p> | <p>Principal, Assistant Principals, Parent coordinator</p>           |

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| <p>variety of topics including ELA/Math Common Core workshops and Curriculum Night.</p> <p>Every Tuesday forty minutes has been delineated for parental engagement through the DOE/UFT agreements. Teachers will communicate with parents through phone or email but also plan for face-to-face individual or group meetings with parents to share strategies or programs being used that parents can utilize at home to assist students.</p> <p>Engrade, by McGraw Hill will continue to be used schoolwide as a learning management system that parents can access to view students' progress. The system is used to provide progress reports every 6 weeks to parents. This is in addition to the report cards provided through STARS four times per year. Parents can also communicate with teachers via email using Engrade..</p> <p>Parents will be kept informed through the School Messenger auto-dial system used by the school, through the Principal's Report to parents and through the Parent Coordinator's monthly school calendar.</p> <p>PPA will continue to use Facebook to post information to keep parents informed about activities taking place at the school.</p> |  |  |  |
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**Part 4 – Budget and Resource Alignment**

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| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>  |
| <p>We will continue to provide professional development utilizing our administrative staff, coordinators, lead teachers; instructional videos from sites such as EngageNY, Webinars and opportunities provided by the BFSC. Adjustments to the budget will take into account register setaside for loss which will severely impact our program.</p> <p>Common core aligned curricula for all subject areas including Expeditionary Learning for Math, Go Math for Mathematics; supplementary programs including NY Ready for Math and ELA; Performance Series, Read 180, Fastt Math; computer lab and a well-equipped school library/media center.</p> <p>TL FSF, and TI funds form the basis of our budgetary program and is used to support our school program. We have also received Strong Schools, Strong Communities funds and Vision for School Improvement funds to assist with maintaining our programs.</p> |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>   |

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|---|----------|---|-----------------------------------|--|------------|--|---------------------|---|----------------------|--|-------------------------|
| X | Tax Levy | X | Title I SWP                       |  | Title I TA |  | Title II,<br>Part A | X | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century<br>Grant |  | SIG/SIF    |  | PTA Funded          |   | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Parkside Preparatory Academy will develop and implement a mid-term uniform assessment in all core areas to assess progress towards the standards. This assessment may take the form of a practice exam designed by Curriculum Associates or a uniform performance task designed by teacher teams, measuring the standards that were covered to date and analyzing students' progress towards meeting standards.

Mid-year teacher reviews will be conducted based on classroom observations, learning walks and student work in January 2016. These meetings will be held to determine teachers' self-monitoring of progress towards goals set during IPCs at the beginning of the year.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

#### Strengths

The 2014-2015 NYC School Survey shows that the school is on par with the citywide % of positive responses for Middle schools. In the area of Supportive Environment, the citywide score was 85% and PPA also scored 85% in this category.

- 97% of students reported that their teachers expected them to work hard
- 96% said that their teachers expected them to do their best at all times;
- 92% said they felt safe in their classes;
- 92% said that they were learning a lot in classes
- 91% said that their classes really made them think;
- 90% reported that their teachers were willing to give extra help on schoolwork if needed;
- 91% reported that they were provided with useful information about the application/enrollment process to high school
- 92% said that they were provided with guidance for the application process for high school.
- 100% of teachers reported that the adults at the school taught organizational skills, study skills, critical thinking skills, academic self-confidence and how students should advocate for themselves.

The 2013-2014 Quality Review shows that the school does the following well:

The school administration fosters a collaborative culture characterized by a variety of structures that support students’ academic, social, and emotional growth. (1.4)

Quoting from the document:

- The school community’s ethos for education is typified by a common belief that, “All students can learn if given the right resources and encouragement.”
- students stated that they feel safe and comfortable meeting with teachers for guidance and academic support.
- Students equally voiced that teachers help them understand the lesson by ensuring that concepts are explained and mastered. Moreover, students shared that they value teachers’ supportive attitudes in afterschool academic programs and unofficial support offerings by individual subject teachers, the dean, and school safety agents.
- parents spoke of the great advances made by the school in keeping them informed, empowering their children with voice and purpose, and providing all students with the conviction to succeed. The parent coordinator is well valued as the hub of information and support for parents regarding students’ discipline, academic concerns, school meetings, and general school information. Parents also stated how the school engages them in being partners in their children’s education. For instance, the school uses Engrade to give parents immediate access to students’ grades, homework, teachers’ comments, and daily attendance via an online system.

- in the student group interview, students also stated that everyone in the school works very hard in supporting them to become more responsible for their own learning behaviors, thus leading to students' personal and academic growth.

**Needs**

Office of School and Youth Development (OSYD) reported:

In 2012 - 2013 that 13 male students received Superintendent's suspensions. In 2013-2014 15 males received Superintendent's suspensions. In 2014-2015 we had 19 males receiving superintendent's suspensions. This highlights a trend of increasing suspensions of males.

**Part 2 – Annual Goal**

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Parkside Preparatory Academy will create and implement a Tac-D team that will work with the school community to use culturally responsive strategies resulting in a 20% decrease in behavior referrals and suspensions and a 20% increase in satisfaction on the Learning Survey.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
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| <p>TAC-D team will elect members.</p> <p>TAC-D team will define roles and responsibilities.</p> <p>TAC-D team will review district's Mission, Vision and goals to ensure our policies are in alignment.</p> <p>The TAC-D team will receive training in CRE and turnkey this training for staff.</p>   | <p>Male students</p>                                    | <p>September 2015 - June 2016</p>                          | <p>School Leadership Team, TAC-D Team, School administration, PPC Team, Translation Team</p>              |

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| <p>School leadership, in conjunction with the TAC-D team will research best practices and reconvene to determine what best fits our school.</p> <p>Ensure that teachers Implement the FBA/BIPs with fidelity for students with disabilities.</p> <p>Review the Chancellor's Discipline Code in Spanish, Arabic and French/Creole for ENL students.</p> <p>Use the NYC Respect for All campaign and brochures to promote tolerance, acceptance and respect for all communities including LGTB.</p> <p>Use Culturally Responsive Education (CRE) strategies.</p> |                                  |                                   |                                    |
| <p>Use Danielson’s Framework for Teaching 2a and 2d as a benchmark for creating an environment of respect, rapport and safety.</p>   | <p>All Teachers and students</p> | <p>September 2015 – June 2016</p> | <p>School Administration</p>       |
| <p>Implementing the House Structure as a means of building community and support for student achievement. The school will create three houses that will allow students to work with their peers in smaller groups supported by teachers, paraprofessionals and other staff to create a support staff that to address social, emotional and instructional needs of students. Students with disabilities, English language learners and other high-need student groups will also be integrated into this structure with staff support.</p>                       | <p>All staff and students</p>    |                                   |                                    |
| <p>The school will continue to provide youth development courses in health, conflict mediation, advisories, home and careers and guidance sessions to teach respect for all, being helping agents and above all, meeting high standards. Monthly grade and house meetings will be held to ensure that the mission is shared by all.</p>  | <p>All staff and students</p>    | <p>September 2015 – June 2016</p> | <p>Administration and staff</p>    |
| <p>The school will continue to communicate with parents through the SLT, PTA, monthly calendars published by the Parent Coordinator, monthly Principal's reports, frequent Facebook posts, emails, flyers and School Messenger auto-dial.</p> <p>Parents will be encouraged to participate in school activities to help build a supportive environment, strengthen school and</p>  | <p>All staff and students</p>    | <p>September 2015 – June 2016</p> | <p>Staff, students and parents</p> |

family ties through a Fathers' Breakfast, Family Field Trips to the NY Hall of Science, School trips to Washington DC and Philadelphia, Family, Fun and Friendship Nights, multicultural feast for Thanksgiving among other activities.

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**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources that will be leveraged to achieve this goal include professional development by administration, staff, lead teachers, parent leaders, including the Parent Coordinator, and outside resource personnel.

Instructional resources include the use of programs such as Overcoming Obstacles, PBIS, Life Skills Training and Home and Career training.

TL FSF, and TI funds form the basis of our budgetary program and is used to support our school program. We have also received Strong Schools, Strong Communities funds and Vision for School Improvement funds to assist with maintaining our programs.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

|   |          |   |                                |  |            |  |                  |   |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|---|-------------------|--|----------------------|
| X | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A | X | Title III, Part A |  | Title III, Immigrant |
| X | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |   | In Kind           |  | Other                |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

In February 2016, Parkside Preparatory Academy will utilize a variety of reports including the OORS report, referrals and surveys to measure progress towards meeting this goal.

**Part 5b.** In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

#### Strengths

For the 2014-15 School Quality Snapshot Parkside Preparatory Academy received a rating of "good" in the area of collaborative teachers which means that the school is meeting the target with reference to the Framework for Great Schools with a score of 3.56.

The 2014-2015 NYC School Survey, which documents what key members of the school community are saying about the learning environment, showed that in the area of Collaborative Teachers the school had an 89% of positive responses compared with 88% citywide. Responding to the question, "Do parents feel that teachers are committed to student success, improving their schools, and continuous professional learning within a culture of respect?" over 90% positive responses were given in all areas. Between 93 and 100% of positive responses were given by teachers relating to opportunities that teachers receive to discuss student work, plan, collaborate and share with each other. The same level of positive responses were given by teachers in the areas of opportunities to modify the curriculum and to design appropriate instruction for ELLs and students with disabilities.

#### Needs

The 2014-2015 NYC School Survey identified a low response (54%) relating to the question, "How many teachers help maintain discipline in the entire school, not just their classroom."

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all staff will collaboratively participate in maintaining discipline in the entire school as measured by a 20% increase in staff response on the learning survey.

### Part 3 – Action Plan

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Weekly monitoring of hallway and bathroom logs with feedback to students whose names appear more than three times on these logs.   | Students   | September 2015 - June 2016                          | Administration, Teachers   |
| Daily floor sweeps by security teams at the beginning of each period.  | Students   | September 2015 - June 2016                          | Administration, Security   |
| Teachers to stand at their doors monitoring students during passing.   | Students   | September 2015 - June 2016                          | Teachers   |
| Teachers will volunteer to assist in the lunchroom during lunch periods.   | Teachers   | September 2015 - June 2016                          | Administration   |
| Establish a "floor team" and train all staff in the Discipline Code.   | All Staff  | September 2015 - June 2016                          | Administration, Dean   |
| Staff members are trained in de-escalating conflicts   | All Staff  | September 2015 - June 2016                          | Administration, Dean   |

**Part 4 – Budget and Resource Alignment**

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| <p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>   |
| <p>Human resources that will be leveraged to achieve this goal include professional development by administration, staff, and the dean.</p> <p>Instructional resources include Respect for All brochures provide by the NYC DOE. TLFSF and TI funds form the basis of our budgetary program and is used to support our school program. We have also received Strong Schools, Strong Communities funds and Vision for School Improvement funds to assist with maintaining our programs.</p> |
| <p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>  |

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|---|----------|---|-----------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| X | Tax Levy | X | Title I SWP                       |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century<br>Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Progress monitoring will be conducted through daily and weekly monitoring of hallway and bathroom logs with immediate feedback. A satisfaction survey will be conducted in February 2016 and analysis of environment data.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools 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.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

#### Strengths

The 2014-2015 NYC School Survey showed that teachers gave positive scores of between 93% and 100% relating to Effective School Leadership. Parents and students also gave high positive responses in this category.

#### Needs

The 2013-2014 Quality Review Report stated that the school needs to improve on the following:

Strengthen teaching practices to ensure that teachers consistently provide multiple entry points and engage students in high levels of thinking to increase students' achievement (1.2)

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will create and implement a professional development plan that builds teachers' capacity to use differentiated techniques for all students, resulting in a 5% increase in ELA and Math State results.

### **Part 3 – Action Plan**

| <b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| <b>A professional development plan will be developed to incorporate the following:</b><br><br>Identification and implementation of strategies to address the needs of students with disabilities, English language learners and other high-need student subgroups. These strategies include integrating Understanding by Design (UBD) and Differentiated Instruction (DI) in units of study.   | Teachers, Students                               | September 2015 - June 2016                          | Administration   |
| Analyzing student work and data to inform teaching and learning  | Teachers, Students                               | September 2015 - June 2016                          | Administration   |
| Promoting learning activities that meet students at their cognitive levels (differentiating units and lessons).  | Teachers, Students                               | September 2015 - June 2016                          | Administration   |
| Identifying learning profiles of students  | Teachers, Students                               | September 2015 - June 2016                          | Administration   |

#### **Part 4 – Budget and Resource Alignment**

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| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.  |
| <p>Human resources that will be leveraged to achieve this goal include professional development by administration, staff, the Dean, and outside resource personnel.</p> <p>Instructional resources include UBD and DI principles.<br/>         TLFSF and TI funds form the basis of our budgetary program and is used to support our school program. We have also received Strong Schools, Strong Communities funds and Vision for School Improvement funds to assist with maintaining our programs.</p> |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.   |

|   |          |   |                                   |  |            |  |                     |  |                      |  |                         |
|---|----------|---|-----------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| X | Tax Levy | X | Title I SWP                       |  | Title I TA |  | Title II,<br>Part A |  | Title III,<br>Part A |  | Title III,<br>Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century<br>Grant |  | SIG/SIF    |  | PTA Funded          |  | In Kind              |  | Other                   |

**Part 5 – Progress Monitoring**

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| <p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>Progress monitoring will be conducted through daily and weekly observations of instruction with immediate feedback. The plan will be re-assessed in February 2016 using data collected through classroom visits.</p>                              |
| <p><b>Part 5b.</b> In <b>February 2016</b>, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>  |

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (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 trends and sources.

#### Strengths

The 2015 School Survey demonstrates that 93% of parents/guardians agree that they are greeted warmly when they call or visit the school and 90% said that teachers try to understand and families' problems and concerns. 100% of teachers felt that communication with parents and the school's efforts to do so were strong.

On the question of trust 98% of parents felt respected by their child's teachers and 94% felt that teachers do their best to help students learn. 95% felt respected by the principal and 94% trust the principal at her word. 96% of teachers had confidence in the Principal's expertise and felt that the principal has confidence in the expertise of the teachers. 96% of teachers felt that the Principal takes a personal interest in the professional development of teachers and 100% believed that the principal places the needs of children ahead of personal interests.

The 2013-2014 Quality Review stated that "parents spoke of the great advances made by the school in keeping them informed, empowering their children with voice and purpose, and providing all students with the conviction to succeed. The parent coordinator is well valued as the hub of information and support for parents regarding students' discipline, academic concerns, school meetings, and general school information. Parents also stated how the school engages them in being partners in their children's education."

Parkside Preparatory Academy works with a number of educational partners and institutions to accomplish the Vision and the Mission for our school. Our 2014 – 2015 partners include **Medgar Evers College** which guides students from pre-k to college in enrichment and professional development programs for students, teachers and parents. We also participate in a STEMS program with **Downstate Hospital** . This allowed doctoral students to work as mentors with our students in the areas of Life Science, Neurology, Earth and Space and Computer Programming . also provided our students with opportunities to utilize institutions such as the Bronx Zoo and NY Botanical Garden. Students engaged in projects such as water-quality studies, macro-invertebrate and leaf-pack study.

Another strong affiliate was the **Urban Advantage** program which promoted professional development learnings for staff and opportunities for students to further their understanding of scientific inquiry through collaboration with urban institutions. There is a parent involvement component in the Urban Advantage Program.

PPA also partnered with National Archives through the **Teen Thursday** program. This initiative developed by NYC Department of Education allowed students to deepen their knowledge of history through participation with the cultural partners.

The **Beacon Program** has also supported our instructional program by allowing students to engage in recreational, tutorial and experiential learning.

#### NEEDS

Despite all of these community supports parental involvement is in need of improvement. The Framework for Great Schools Report 2015 shows that our school attained a developing in the area of Strong Family-Community Ties with particular reference to parent involvement. Only 30% of parents reported that they volunteered time to support the school. Internally, PPA’s assessment also reveals a need for more parental involvement as evidenced by the

attendance at workshops and PTA meetings even though there is a high participation rate at Open School meetings. All other opportunities to engage are low in numbers.

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Parkside Preparatory Academy will develop strategies to increase family engagement at monthly parent meetings as measured by an increase from 30 to 45 minimum attendance which is a 50% increase.

**Part 3 – Action Plan**

| <p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Increased communication through media systems (autodial, PPA Engrade and NYC Schools Account), backpacking letters in in English and native languages (Spanish, English, French, Arabic) and home visits.</p> <p>Create parent partners so increase attendance.</p> <p>Provide incentives including metrocards for transportation.</p> <p>Continue to develop partnerships with our CBO's to sustain and enrich the educational program including Urban Advantage, Downstate Hospital, STEMs programs, Medgar Evers College.</p>   | <p>All Parents</p>                                      | <p>September 2015 – June 2016</p>                          | <p>Administration, all teachers including coordinators and lead teachers, Parent Coordinator</p>          |

|  |             |                            |   |
|--|-------------|----------------------------|---|
| Parent workshops on topics including Common Core ELA and Math standards, Science and Social Studies; Strategies to assist students at home; Bullying; supporting the reluctant learner; dealing with the Middle School child; a parent welcoming and Outreach committee comprising of different language speakers ; increase in volunteerism and training through Learning Leaders; family fun nights. | All Parents | September 2015 – June 2016 | Administration, all teachers including coordinators and lead teachers, Parent Coordinator |
| Year-long access to school and students including 4 Parent-Teacher conferences, 2 Title I days, Monthly PTA meetings, PID meetings etc.  | All parents | September 2015 – June 2016 | Administration, all teachers, coordinators, lead teachers, Parent Coordinator             |
| Conduct needs and interests parent survey for workshops.   | All Parents | September 2015 – June 2016 | Administration, all teachers, coordinators, lead teachers, Parent Coordinator             |

#### **Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |  |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| Human resources include all staff, including administration, teachers, coordinators and lead teachers, parent leaders, PTA members, volunteers; instructional resources including use of electronic equipment available such as Smartboards, laptops and online programs. |          |   |                                |  |            |  |                  |  |                   |  |                      |
| TL FSF, and TI funds form the basis of our budgetary program and is used to support our school program. We have also received Strong Schools, Strong Communities funds and Vision for School Improvement funds to assist with maintaining our programs.                   |          |   |                                |  |            |  |                  |  |                   |  |                      |
| <b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.  |          |   |                                |  |            |  |                  |  |                   |  |                      |
| X   | Tax Levy | X | Title I SWP                    |  | Title I TA |  | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |  | PTA Funded       |  | In Kind           |  | Other                |

#### **Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. |
| Data will be collected on a monthly basis and our mid-point benchmark will be an analysis of the attendance data that will be conducted by the PTA and SLT by February 1, 2016.   |
| <b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.   |

**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 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.

| <b>Type of Academic Intervention Service (AIS)</b> | <b>Criteria for determining AIS services</b>   | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>  | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|--|--|--|--|--|
| <b>English Language Arts (ELA)</b>                 | Baseline data, students' test scores, analysis of student work including benchmarks, mid and end of unit assessments, performance tasks and ongoing classroom assessments provide data that teachers use to determine whether students are meeting the learning targets and the standards. Struggling students are identified for additional assistance and services in Tier I and Tier II intervention. | Programs are research and standards based, web and text based, interactive and adaptive. Programs include guided and independent practice and progress monitoring. Examples: READ 180, Focus, Brainpop, Destination Learning, New York Ready-ELA | Small group assistance, and independent computer based practice                      | During the school day and after school   |
| <b>Mathematics</b>                                 | Baseline data, students' test scores, analysis of student work including benchmarks, mid and end of unit assessments, performance tasks and ongoing classroom assessments provide data that teachers use to determine whether students are meeting the learning targets and the standards. Struggling  | Examples: Destination Learning, IXL.com, Khan's Academy, Learnzillion and a variety of similar web based tutorial sites, NY Ready - Math   | Small group assistance, and independent computer based practice                      | During the school day and after school   |

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
|                       | students are identified for additional assistance and services in Tier I and Tier II intervention.   |  |  |  |
| <b>Science</b>        | Baseline data, students' test scores, analysis of student work including benchmarks, mid and end of unit assessments, performance tasks and ongoing classroom assessments provide data that teachers use to determine whether students are meeting the learning targets and the standards. Struggling students are identified for additional assistance and services in Tier I and Tier II intervention. | Examples: Big 8 Science, Measuring up, Reviewing Intermediate Level Science  | Tier I intervention in classrooms  | During the school day, lunch and learn |
| <b>Social Studies</b> | Baseline data, students' test scores, analysis of student work including benchmarks, mid and end of unit assessments, performance tasks and ongoing classroom assessments provide data that teachers use to determine whether students are meeting the learning targets and the standards. Struggling students are identified for additional assistance and services in Tier I and Tier II intervention. | Units based on Social Studies standards; Performance Tasks based on Common Core Standards with the focus on close reading of text and writing of explanatory and argumentative essays; Holt McDougal – Eastern Hemisphere – Grade 6 US History – Grades 7 and 8. | Tier I intervention applying reading and writing strategies used in ELA classroom to Social Studies. | During the school Cday                 |

|   |  |   |  |                        |
|---|--|---|--|------------------------|
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Crisis management, academic and attendance counseling, guidance. | Counseling, advisories and health courses | Whole class, small group, advisories, one-to-one | During the school day. |
|---|--|---|--|------------------------|

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

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

#### 2b. High Quality and Ongoing Professional Development

|   |
|---|
| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).  |
| <p>Adapting where necessary, curricula that are aligned to the Common Core standards and immersing teachers into a series of PD sessions that help teachers to become familiar with the rigor needed to successfully impart the skills students need to succeed.</p> <p>These sessions include:</p> <ul style="list-style-type: none"> <li>• strategies for engaging students with text including annotating - Coding, re-reading, use of graphic organizers, questioning the author, UDL,</li> <li>• strategies for ongoing assessment of learning including use of monitoring tools with rubric</li> <li>• thinking skills for the Common Core,</li> <li>• Integrating Common Core shifts</li> <li>• norming protocols for summative assessments,</li> <li>• protocols for working together in teacher teams</li> <li>• UDL strategies/differentiation,</li> <li>• Progress monitoring</li> <li>• Explicit, direct instruction</li> <li>• analysis of students' work</li> <li>• learning from students' work</li> <li>• posing cognitively demanding tasks to all students</li> <li>• engaging students to increase outcomes</li> <li>• Strategies for teaching ENLs and Special Education students including Response for Intervention.</li> </ul> |

### 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).

Not Applicable

### 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.).

Not Applicable

#### 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.

Teacher teams meet to analyze a series of mid-unit, end-of-unit and final performance tasks that are built into the ELA and Math curriculum. Teacher input is also sought with regard to the baseline and benchmark assessments and teacher teams work to create some tasks and mid-year assessments. All assessments are put together in an assessment calendar. The yearly pre and end-of-year MOSL assessments require teachers to norm using the SNAP protocol after which student work is analyzed to inform instruction.

#### 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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **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 | Funding Amount      | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and |
|--------------|---------------------|--|
|              | Indicate the amount |  |

|                        | Fund Source<br>(i.e. Federal,<br>State or Local) | contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                       |
|------------------------|--|--|--|---------------------------------------|
|                        |  |  | Column A<br>Verify with an (X)   | Column B<br>Section Reference(s)      |
| Title I Part A (Basic) | Federal  | 375,038.00   | X  | Section 5A, Section<br>5B, Section 5E |
| Title II, Part A       | Federal  | 0  |  |                                       |
| Title III, Part A      | Federal  | 11,200.00  | X  |                                       |
| Title III, Immigrant   | Federal  | 0  |  | Section 5A, Section<br>5B             |
| Tax Levy (FSF)         | Local  | 2,793,750.00   | X  | Section 5A, Section<br>5B, Section 5E |

**<sup>1</sup>Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades K with an average register greater than 20. If space is not

available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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 CEP 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's Title I Parent Advisory Council (PAC) 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.

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#### **Parent Involvement Policy (PIP)**

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. **Parkside Preparatory Academy**, 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. Parkside Preparatory Academy 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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)**

**Parkside Preparatory Academy**, 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 on assessments.

#### **I. School Responsibilities:**

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

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

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

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

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

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

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

| Part B: Direct Instruction Supplemental Program Information   |
|---|
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: <u>31</u>   |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: <u>3</u>   |
| # of certified ESL/Bilingual teachers: <u>1</u>   |
| # of content area teachers: <u>2</u>  |

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_

Rationale :

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

Sub groups and grade levels of students to be served:

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

Schedule and duration:

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

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

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

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

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

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

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

June 3, 10, 11, 17, 18

Language of Instruction:

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

Number and types of certified teachers :

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

Types of materials:

To address the academic needs and characteristics of our LEPs, we will utilize the following research-based academic intervention programs which include differentiated lessons for direct instruction:

Imagine Learning, READ180 , SYSTEM44 , Destination Math , and FASTT Math . We will also

## Part B: Direct Instruction Supplemental Program Information

utilize RIGOR, a reading intervention program developed by Margarita Calderon, PhD, a research scientist at Johns Hopkins University School of Education. The RIGOR intervention resources are based on Dr. Calderon's studies of English acquisition. RIGOR materials include age appropriate content area texts, as well as engaging language development activities, phonics, and vocabulary instruction. In addition, the program includes audio CD and consumables, student practice books, teacher guides and assessments. We also have translation dictionaries, glossaries, and leveled libraries.

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

## Part C: Professional Development

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

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

Begin description here: \_

Rationale:

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

Teachers to receive training:

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

Schedule and duration

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

Topics to be covered:

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

Schedule and duration:

Workshops will be ongoing during the school year.

OELL TBA

## Part C: Professional Development

-  
-

## Part D: Parental Engagement Activities

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

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

Begin description here: \_

Rationale:

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

Schedule and duration:

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

- Curriculum night

- ELLs Parent orientation Meeting

- Title III LEP meeting – November 20 , 2014, to provide parents with information about the Title III Supplemental Program

- Instructional Technology Workshops for Imagine Learning, Destination Math, FASTT Math, and Read 180 programs – to be announced

- Health Fairs - to be announced

- Family Math and Literacy workshops – to be announced

- Open school Night – report cards

- Celebrations of cultural diversity (Multicultural Festivals – Flag Day , Career Day , Food Fest )

Topics to be covered:

- Accessing periodic assessments and other exams

- Data Analysis

- Community resources

- Discipline

- Health

- Adult Education

- Instructional technology

Name of provider:

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

Parent Notification of these activities:

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



**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

|   |                         |                          |
|---|-------------------------|--------------------------|
| District <b>17</b>                              | Borough <b>Brooklyn</b> | School Number <b>002</b> |
| School Name <b>Parkside Preparatory Academy</b> |                         |                          |

### B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

|   |  |
|---|--|
| Principal <b>Adrienne Spencer</b>                                   | Assistant Principal <b>Fitzroy Hayles</b>                      |
| Coach <b>N/A</b>  | Coach <b>N/A</b>   |
| ENL (English as a New Language)/Bilingual Teacher <b>Annie Benn</b> | School Counselor <b>Ebony Valentine</b>                        |
| Teacher/Subject Area <b>Noura Moustapha</b>                         | Parent <b>Loukenson Claude</b>                                 |
| Teacher/Subject Area <b>Max Edouard</b>                             | Parent Coordinator <b>Joanne Mobley</b>                        |
| Related-Service Provider <b>Ingrid Pierre</b>                       | Borough Field Support Center Staff Member <b>Joanne Benoit</b> |
| Superintendent <b>Clarence Ellis</b>                                | Other (Name and Title) <b>Amal Ismaiel</b>                     |

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program            | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program  | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification      | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]     | 0 | Number of special education teachers with bilingual extensions                      | 0 |

### D. Student Demographics

|  |     |                      |    |   |       |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | 475 | Total number of ELLs | 34 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

|   |                                       |                                       |                                       |                            |                             |                             |
|---|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|-----------------------------|-----------------------------|
| <b>This school serves the following grades (includes ELLs and non-ELLs)</b><br>Check all that apply | K <input type="checkbox"/>            | 1 <input type="checkbox"/>            | 2 <input type="checkbox"/>            | 3 <input type="checkbox"/> | 4 <input type="checkbox"/>  | 5 <input type="checkbox"/>  |
|   | 6 <input checked="" type="checkbox"/> | 7 <input checked="" type="checkbox"/> | 8 <input checked="" type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown             |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

## B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 34 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 14 | <b>ELL Students with Disabilities</b>                     | 9  |
| <b>SIFE</b>                 | 2  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 8  | <b>Long-Term</b> (ELLs receiving service 7 or more years) | 12 |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   |   |      |     |   |      |     |  |      |     | 0     |
| <b>DL</b>    |   |      |     |   |      |     |  |      |     | 0     |
| <b>ENL</b>   | 14                                      | 1    | 2   | 8   | 1    | 1   | 12   | 0    | 6   | 0     |
| <b>Total</b> | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| SELECT ONE   |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| SELECT ONE   |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| SELECT ONE   |          |          |          |          |          |          | 0        | 0        | 0        |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

**Dual Language (ELLs/EPs\*)  
K-8**

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

|              | K        |          | 1        |          | 2        |          | 3        |          | 4        |          | 5        |          | 6        |          | 7        |          | 8        |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          | 0        |          | 0        |          | 0        |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          | 0        |          | 0        |          | 0        |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          |          |          |          |          | 0        |          | 0        |          | 0        |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

\* EP=English proficient student

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

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

|              | 9        |          | 10       |          | 11       |          | 12       |          | TOTAL    |          |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
|              | ELL      | EP       |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| SELECT ONE   |          |          |          |          |          |          |          |          | 0        | 0        |
| <b>TOTAL</b> | <b>0</b> |

**This Section is for Dual Language Programs Only**

|   |  |
|---|--|
| Number of students (students fluent in both languages):<br><u>0</u> | Number of students who speak three or more languages: <u>0</u> |
|---|--|

| Freestanding English as a New 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  |          |          |          |          |          |          | 6        | 3        | 1        |          |          |          |          | 0        |
| Chinese  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic   |          |          |          |          |          |          | 3        | 4        | 2        |          |          |          |          | 0        |
| Haitian  |          |          |          |          |          |          | 7        | 5        | 1        |          |          |          |          | 0        |
| French   |          |          |          |          |          |          |          |          | 1        |          |          |          |          | 0        |
| Korean   |          |          |          |          |          |          | 1        |          |          |          |          |          |          | 0        |
| Punjabi  |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish   |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian                                       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other  |          |          |          |          |          |          |          |          | 0        |          |          |          |          | 0        |
| <b>TOTAL</b>                                   | <b>0</b> |

## Part III: Assessment Analysis

### Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) |   |   |   |   |   |   |    |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|----|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| <b>Entering</b><br>(Beginning)                                   |   |   |   |   |   |   | 1  | 6 | 2 |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)                            |   |   |   |   |   |   | 3  | 1 | 2 |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate)                      |   |   |   |   |   |   | 2  | 0 | 0 |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)                                   |   |   |   |   |   |   | 11 | 5 | 1 |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)                                |   |   |   |   |   |   |    |   |   |   |    |    |    | 0     |
| Total  | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA                                       |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
| GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total   |   |   |   |   |   |   | 0 | 0 | 0 |   |    |    |    | 0     |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total  |   |   |   |   |   |   | 7 | 8 | 7 |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 0       |         |         |         | 0     |
| 4       |         |         |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       | 7       | 7       | 0       | 0       | 0     |
| 7       | 0       | 0       | 0       | 0       | 0     |
| 8       | 10      | 0       | 0       | 0       | 0     |
| NYSAA   |         |         |         |         | 0     |

| NYS Math |         |    |         |    |         |    |         |    |       |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade    | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|          | English | HL | English | HL | English | HL | English | HL |       |
| 3        |         |    |         |    |         |    |         |    | 0     |
| 4        |         |    |         |    |         |    |         |    | 0     |
| 5        |         |    |         |    |         |    |         |    | 0     |
| 6        | 11      |    | 3       |    | 3       |    | 0       |    | 0     |
| 7        | 4       |    | 2       |    | 0       |    | 0       |    | 0     |
| 8        | 8       |    | 2       |    | 0       |    | 0       |    | 0     |
| NYSAA    |         |    |         |    |         |    |         |    | 0     |

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 8                     | 6       |    | 2       |    | 0       |    | 0       |    | 0     |
| NYSAA Bilingual (SWD) |         |    |         |    |         |    |         |    | 0     |

| New York State Regents Exam           |                            |               |                             |               |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                                       | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                                       | English                    | Home Language | English                     | Home Language |
| Comprehensive English/Common Core ELA |                            |               |                             |               |
| Integrated Algebra/CC Algebra         |                            |               |                             |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry Math _____     |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    |                            |               |                             |               |
| Physics                               |                            |               |                             |               |

| New York State Regents Exam  |                            |               |                             |               |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
|                              | Number of ELLs Taking Test |               | Number of ELLs Passing Test |               |
|                              | English                    | Home Language | English                     | Home Language |
| Global History and Geography |                            |               |                             |               |
| Geography                    |                            |               |                             |               |
| US History and Government    |                            |               |                             |               |
| LOTE                         |                            |               |                             |               |
| Government                   |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| NYSAA ELA                    |                            |               |                             |               |
| NYSAA Mathematics            |                            |               |                             |               |
| NYSAA Social Studies         |                            |               |                             |               |
| NYSAA Science                |                            |               |                             |               |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 The following assessment tools are used to assess the early literacy skills of ELLs:  
 Assessment Tools:  
 Performance Series  
 Scholastic Reading Inventory (SRI)  
 Scholastic Phonics Inventory (SPI)  
 Read 180  
 FASTT Math  
 Fountas and Pinnell  
 Periodic Assessments  
 System 44  
 LENS  
 The SRI data shows that most students had a lexile level below 400. These students will be placed in the SYSTEM 44 and Imagine Learning programs. Students who have tested above this level will receive READ 180 as their intervention programs. To assess the reading levels and language dominance of Spanish newcomers Spanish LAB and the Academic Language and Literacy Diagnostic test are used. Fountas and Pinnell is used to level classroom libraries for access by students based on their lexiles. LENS is also used to identify our SIFE ELLs. This information provides identification of strengths and weaknesses. This way, targeted assistance may be given. It also identifies trends in performance for our school which is consequently used in instructional planning.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSESLAT data revealed that 50% (17) of our students are advanced (Expanding) in proficiency levels. Six are low/intermediate (Emerging) and two are high/intermediate (Transitioning). Nine students are beginning (Entering). An analysis shows that the majority of the students are performing at an Expanding level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

PPA uses the data yielded from the AMAO tool to focus on the academic achievement of specific subgroups of students and to design effective instructional programs and/or interventions. The factors that are analyzed include years of ELL service, NYSESLAT proficiency and progress, SIFE (Students with Interrupted Formal Education) status, home language, disability classification, attendance, age, credit accumulation, holdover status, grade level, ELA/math performance and progress, Regents exam results, and high school graduation year. The Early Warning Indicator feature automatically calculates the number of risk factors exhibited and is color-coded to indicate students' increased risk levels.

The tool supports key stakeholders within school communities (superintendents, clusters, networks, school leaders, teachers, etc.) as they work to:

- Identify the instructional and programmatic differences between specific subgroups
- Design targeted, data-driven instructional programs to impact student learning
- Document and share best practices across districts, clusters, networks, and schools
- Highlight students who exhibit known risk factors in order to develop and implement targeted interventions

In AMAO 1 students make progress in English in 1 of three ways: by advancing 1 proficiency level on the NYSESLAT between 2 consecutive years; making a gain of 43 points and maintaining the same proficiency level for 2 consecutive years; or taking it for the first time and scoring at the intermediate level and above. The data reveals that 11 students advanced by moving 1 proficiency level and 2 students advanced by scoring at the intermediate level or above the first year making this a total of 13 students at AMAO 1. In AMAO 2 students attain proficiency on the listening/speaking and reading/writing modalities and there were 9 students who achieved this.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4a. The patterns that we observe across grade and proficiency levels is that most students that at least 70% of students show an increase in their proficiency levels from year to year. However, when they attain the expanding/advanced level, students seem to be reach a plateau before testing out. Students fare better in tests in English than in the home language for often the home language is weak and students exhibit a lack of competency in reading their own language. To strengthen we have the use of language paraprofessionals in or ENL program. We implement language paras to provide support in the home language as well as offer Spanish as part of the core curriculum.

4b. The School Leadership Team analyzes the overall performance of all ELLs on the periodic assessments to track progress toward goals. We analyze for trends, patterns, strengths and weaknesses and most critical areas for improvement. We use data to create action plans to address the critical needs. These plans are monitored for progress and rewritten, where necessary. Periodic assessments show mastery and deficiencies of skills. Teachers use these results to tailor and differentiate instruction to strengthen the areas identified in need of improvement. Staff analyze the data for the students and note the same pattern, trends, strengths, weaknesses, and create action plans of assistance. The Collaborative Inquiry teams also analyze students' work.

4c. The ELL Periodic Assessments are a supplemental component of the Periodic Assessment portfolio. These assessments are designed to provide PPA teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

Students' knowledge of the English language is assessed in three modalities: reading, writing, and listening. The assessment is offered in the same grade bands as the New York State English as a Second Language Achievement Test (NYSESLAT) beginning in grade 3 (grades 3–4, 5–6, 7–8, and 9–12). These assessments do not include oral response or constructed response sections. They are administered in paper/pencil format and contain only multiple choice questions. The assessments are not timed, but they are designed to be administered in one class period.

The Fall 2014 periodic assessment for ELLs shows that of the 32 students who took this assessment, 3 students scored a level 4, ten students scored a level 3, eleven students scored a level 2, and eight scored a level on 1. The data shows from the periodic assessment that students continue to struggle with reading comprehension skills, vocabulary development, and concepts of literary devices.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here: N/A

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

The results of the LENS assessments, SYSTEM 44 SPI, and READ 180 SRI are used to tailor instruction for ELLs. Native language support is supplemented language paraprofessionals in Arabic, Spanish and Haitian-Creole. Picture dictionaries, translation dictionaries are also utilized. Students who are proficient in their own language receive textbooks in their own language as well as English to develop their native language skills.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

Paste response to questions here: N/A

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

Paste response to question here:

NYS Report card data indicates a need for ELLs to show improvement in the Math State assessment. 8th grade ELLs data shows a 6.4% increase in level 3 and 4 performances for period 2013 – 2014 . We will evaluate the success of our programs for ELLs by assessing how many have tested out of the NYSESLAT and their growth within the modalities as demonstrated by AMAO .Success will also be measured by the ELLs performance on city and statewide mandated assessments . This will include NYS Assessments and High School Regents Examinations. In addition, emphasis would be placed on the movement of students towards graduation and attaining promotional advancements between grades.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The English Language Learner (ELL) Identification Process at PPA is the responsibility of the ENL Teacher/Coordinator Annie Benn . This process includes 4 steps: (1) the administration of the Home Language Identification Survey (HLIS), which includes an interview with the student and parent to determine the student’s home language, (2) determination of eligibility to take the New York State Identification Test for English Language Learners (NYSITELL), (3) the administration of the NYSITELL1, (4) the administration of the Spanish LAB to newly identified ELLs whose home language is Spanish.

When parents enroll their child at PPA, Annie Benn the ENL Teacher/ Coordinator determines the enrollment status category to which the student belongs. If the students' enrollment status is - enrolling as a new student to New York City and was never in a New York City or New York State public school the next step is that students who has never been to any NYC or NYS public school must complete the entire ELL Identification Process by beginning with the determination of the home language. If the students' enrollment status is -enrolling as a new student to New York City and is coming from a New York State public school (either directly or was enrolled in a New York State public school within the preceding 2 years)- PPA obtains NYSITELL/NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school.

Students who reenter NYC public schools after having been enrolled in a school outside of NYC and/or NYS for less than 2 years are not eligible to go through the ELL Identification Process; these students should continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYC and/or NYS public schools. If students are enrolling as former New York City or New York State public school students and are reentering after having been enrolled in a school outside of NYC and/or NYS for 2 or more years must complete the entire ELL Identification Process by beginning with the determination of the home language.

The following 4 steps and placement into the ELL program chosen by the parent are completed within 10 school days (20 school days for students entering with IEPs).

Step 1: Administer the Home Language Identification Survey .

PPA administers the Home Language Identification Survey (HLIS) to determine the student’s home language as part of general intake procedures. The home language is determined based on the results of the HLIS, which includes an interview with both the parent and student in English and the home language. A student is considered to have a home language other than English when (1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and (2) two questions on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Over-the-phone interpretation services available through the DOE’s Translation and Interpretation Unit and qualified interpreter / translator are used so that parents can receive language assistance and have their questions answered in their preferred languages.

If a student enrolls at the end of the school year and there are less than 10 days of school enrollment, the Enter NYC Date restarts the following school year if the ELL status was not determined. If a student enrolls in the middle of the school year and the student is discharged prior to 10 days of enrollment (regardless of the number of days that the student attended), the Enter NYC Date continues where it left off upon re-enrollment in the same year or restarts the following year. It is the responsibility of the certified ELL Coordinator, Ms. Annie Benn, who is trained in cultural competency , language development , and the needs of ELLs to complete the

HLIS with the parent and ensure timely entry of this information into the designated ATS screen .

In the absence of the certified ENL Teacher/ Coordinator, there are two other pedagogues, Ms. N. Henry and Ms. Ingrid Pierre who are on the LAP Team and they engage parents in the Home Language Identification process of ELLs at enrollment. These pedagogues have received training in student intake procedures. Other staff members also assist parents with translations in Arabic, Haitian Creole, French and Spanish. The Parent Coordinator, Ms. Mobley assists parents with translations in Haitian Creole and French. Paraprofessional, Ms. Amal Ismael, assists with the translation of Arabic. Ms. J. Mota assists parents with translations of Spanish. For other languages such as Bangali and Fulani , translation and interpretation services are used .These persons are proficient in the home language of the student or parent or guardian . The completed HLIS forms is placed in the student's cumulative file and remains a part of the student's permanent record . If the student's home language is English, the ELL Identification Process terminates at this step; if the student's home language is not English, the ELL Identification Process continues with the determination of NYSITELL eligibility. For students whose home language is not English, the school administers a more in-depth interview with the student, review his/her school work (if available), and review the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility (whether the student should take the NYSITELL). A student may come from a home in which a language other than English is spoken; however, due to prior educational, social, and/or personal experiences, the student is dominant in English. As a result, it is determined by the ENL Coordinator whether the student has English oral and literacy skills sufficient for the grade into which the student is enrolling . The pedagogue follows the following steps 1. Interview the student in both English and the home language 2. Review student's prior school work in reading, writing, and mathematics, in both English and the home language. In the absence of sufficient school work, age- and grade-appropriate informal, culturally sensitive, school-based assessments or formal and informal screeners are used.

New registrants will be administered the NYSITELL beginning July 15 (prior to the beginning of the school year in September). The NYSITELL is administered to all eligible students as soon as possible but no later than 10 days after initial enrollment. Answer documents are scanned immediately upon administration. The RLCB Scan Report from ATS, which indicates the students' levels of proficiencies and any scanning errors, is printed; scanning errors are addressed immediately. If the student is ineligible to take the NYSITELL, the ELL Identification Process terminates at this step; if the student is eligible to take the NYSITELL, then the test is administered and procedures followed .

If the student is determined to be an ELL, the information gathered is used to determine if the student requires further assessments for SIFE status . NYSITELL eligibility for students entering school with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT).

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. These procedures are used for initial entry to PPA or reentry after 2 years .

1.The Language Proficiency Team determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

- a.The result of the administration of the HLIS
- b.The student's history of language use in the school and home or community
- c.The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language
- d. Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

2. Based on the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English .If the LPT determines that the student may have English language acquisition needs, the student must be administered the NYSITELL .If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the Principal Spencer for review . The principal accepts or rejects this recommendation . If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student . On the other hand ,if the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian are notified within 3 school days of the decision in the parent's/guardian's preferred language .

The final decision is made by the superintendent or superintendent's designee. The superintendent or designee has 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, PPA has 5 additional school calendar days to administer the NYSITELL (if necessary) and to notify the parent or guardian. The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

Within 30 school days from initial enrollment an initial SIFE determination is made. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the SIFE

Identification Process is continued. The student is administered the oral interview questionnaire in their home language .In addition ,for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish the Literacy Evaluation for Newcomer SIFE (LENS) is administered.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students with interrupted/inconsistent formal education (SIFE) are ELLs who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and who, upon initial enrollment in PPA ,are two or more years below grade level in literacy in their home language and/or two or more years below grade level in mathematics due to inconsistent or interrupted schooling prior to arrival in the United States.

Within 30 school days from the initial enrollment a SIFE initial determination is made. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the SIFE identification process continues for students who are newly identified ELLs in grades 6, ,and 8, and are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results.

The SIFE Identification Process is as follows:

1. Administer the oral interview questionnaire in the students' home language
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

The initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from the initial enrollment (BNDC). As per CR Part 154, PPA has up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

The Oral Interview Questionnaire is used during the SIFE identification process to determine if an ELL has had a gap of two or more years in their formal schooling. At is also used to develop a better understanding of a newcomer ELL (potential SIFE) as it has many questions related to literacy and language practices.

The LENS is a multilingual suite of diagnostics designed to measure the home-language literacy skills SIFE bring with them when they enter New York City schools. This information is highly informative for our teachers of SIFE at PPA, since students come in with a range of skills in both literacy and math, and knowing each individual student's strengths and weaknesses is essential for us to plan instruction. Our curriculum for SIFE is designed to address the very low levels of native language literacy upon entry into our school. Out curriculum is also specifically designed to meet their language, literacy, academic, socio-cultural, and emotional needs of ELLs.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

At PPA the IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. ELLs who are also students with disabilities (SWD) receive accommodations that apply both to ELLs and SWDs, as appropriate. ELLs with disabilities are not exempted from the NYSESLAT, and may use the test modifications and accommodations as detailed on their IEP when taking the NYSESLAT (and as permitted in the School Administrator's Manual for the test). ELL status is not the determinant factor for special education eligibility. Response to Intervention (RTI) approaches are applied to ELL students who enter with lower levels of proficiency in the home language, or if anticipated progress is not noted after a reasonable time period. ELLs with disabilities receive the required level of ELL services, although program placement and parental option procedures may be different for special education programs and services, and are facilitated by the Committee for Special Education during IEP meetings.

For students with interrupted formal education (SIFE), schools have 30 days from initial enrollment to make an initial SIFE determination. SIFE status is removed once the students scores at an intermediate/transitioning level or higher NYSITELL eligibility for students entering with IEPs (from within the United States) is based on the determination of the Language Proficiency Team (LPT). The LPT comprises

Deputy Director for Special Education - William Ramirez

Assistant Principal- Linor Castro

ENL Teacher -Annie Benn

Related Service Provider-Ingrid Pierre

The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, is present at each meeting of the LPT. The LPT team determines whether a student should take the NYSITELL or not and parents have 20 days within which time they decide whether to accept or reject the LPT recommendations. The timeline for ELLs service placement is 10 days. These procedures for initial entry into DOE schools or reentry after 2 years will be used as stipulated in English Language Learner Policy

and Reference Guide 2015-2016.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Paste response to question here:

At PPA within 5 school days of ELL determination, parents are informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language)

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folder.

The NYSITELL is administered to all entitled students no earlier than July 15. Compliance is determined by the NYSITELL scan date, not the bubble date. An administration of the NYSITELL that has a bubble date that predates the end of the 10-day testing window, but a scan date that exceeds the 10-day testing window is considered out of compliance .

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).

Phase 1

Beginning this school year 2015-2016, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) will go through the ELL Re-identification Process. A letter is sent to parents notifying them of the assessment status. The letter also advises parents that they have the right to appeal within 45 days of the date of enrollment to have the identification process be administered a second time. The letter is filed and maintained in a secure location.

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.

7. Appropriate staff will consult with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, Principal Spencer will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian . If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging Principal Spencer's recommendation to change the ELL status from the parent or guardian , the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent , and guardian in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program will be modified accordingly.

11. All notifications and relevant documents will be kept in the student's cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent's notification to Principal Spencer, parent, guardian, and/or student), the principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with ENL Teacher Annie Benn , the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, Principal Spencer will provide additional support services to the student as defined in CR Part 154-2.3(i) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent or his/her designee. Final decision notification will be in writing to the parent and guardian, in the parent's preferred language within 10 school calendar days.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Paste response to question here:

After the ELL identification process , PPA notifies parents of their child's eligibility for ELL services and provide information and

program selection through parent orientations (in the parents' preferred languages), following the steps outlined below. PPA does not refuse admission to zoned students or students assigned by the DOE's Office of Student Enrollment based on their ELL status or program needs. When a new ELL enrolls, parents are informed of the three instructional models available in New York City regardless of whether the preferred model is currently offered in our school. These three models are as follows:

Dual language (DL)

Transitional bilingual education (TBE)

Freestanding English as a new language (formerly known as ESL)

Parents are informed of these models but when a survey is not returned, that the bilingual program is the default placement for their child.

To inform parents of these options, PPA provides parents of newly enrolled ELLs with a parent orientation within two days of their notification where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). Attendance records, staff members present at the orientation, and languages used other than English are recorded using existing procedures established in the school. During the orientation, we also provide information on standards, curriculum, and assessments. The parent orientation session provides a high quality orientation section on the Common Core Learning Standards, assessments, and school expectations for English language learners, as well as the program goals and requirements for bilingual education and English as a New Language (formerly English as a Second Language but now referred to as ENL) programs. The orientation is presented in a language or mode of communication that the parent or guardian best understands. The Translation and Interpretation Unit is contacted if we require an interpreter for any language not spoken by the school staff.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Paste response to question here:

- After parents are informed of all three program models at the parent orientation, PPA provides parents with a Parent Survey & Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in a bilingual program as per CR PART 154. PPA offers the Freestanding English as a New Language model for ELLs. Students are therefore placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades. PPA enters parent choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. The parent's first choice is entered as noted on the selection form, regardless of whether that choice is currently offered at the school. The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child. This form is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request.

ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is currently available, ENL, the student is placed in that program immediately and is provided with a full schedule according to proficiency level on the NISITELL or NYSESLAT. (Entering - 360 minutes of ENL; Emerging - 360 minutes of ENL; Transitioning - 180 minutes of ENL; Expanding - 180 minutes of ENL; Commanding - 90 minutes of ENL)

If a parent's program choice is not currently available in the school, PPA informs the parent that the selection is not available, and provides the parent with the following two options, and maintains a record of the parent's response.

Option 1. Keep the student enrolled at the current school in an available program; if the parent chooses this option, PPA immediately places the student in that program and begins serving him/her; OR

Option 2. Transfer the student to a different school where the parent's selection is currently available. To do so, PPA contacts the Department of English Language Learners and Student Support, which will coordinate the transfer with the Office of Student Enrollment.

While the transfer is being processed, the student is temporarily placed in an ENL program in the school until the transfer is complete. Students placed in ENL due to the unavailability of bilingual programs will count toward minimum thresholds for opening a bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Paste response to question here:

After parents are informed of all three program models at the parent orientation, PPA provides parents with a Parent Survey &

Program Selection Form (in the parents' preferred language), where parents can indicate their program choice. The parent must return the completed and signed form within 5 school calendar days. If the parent does not return the form within 5 school calendar days, the student is placed in ENL. The school documents and includes attempts to gather initial parent selection preference; documentation is maintained using existing procedures established by the school. Students who are placed in ENL as a result of the parents' not returning the survey are counted toward minimum thresholds established by NYSED's CR Part 154, as amended by the Aspira Consent Decree, that require the opening of a bilingual program, which are as follows: • In kindergarten to grade 8, 15 or more ELL students who speak the same language in one or two contiguous grades .

The Parent Survey & Program Selection Form is a formal record of the parent's preference of ELL program for their child . This form is retained in the student's permanent record and accessible for State or City audits and reviews. A copy of the completed Parent Survey & Program Selection Form is provided to the parent upon request.

9. Describe how your school ensures that placement parent notification letters are distributed.

Within 5 school days of ELL determination, PPA informs parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), which are available for download on the DOE.

- Entitlement Letter
- Non-Entitlement Letter
- Continued Entitlement Letter

Dated and signed letters are retained in the student's cumulative folder.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

Paste response to question here:

All ELL-related documents (including but not limited to those listed below) are kept in the student's cumulative record at PPA. (The ELL documents are forwarded to DOE schools upon transfer to another DOE school as per all applicable policies. )

Additionally, PPA maintains an ELL Folder of Critical Documents which contains these documents in a central location for ease of review. PPA also refers to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-820 and the Family Educational Rights and Privacy Act (FERPA) as guidelines for the retention of records.

Critical ELL documents include the following:

- Dated and signed copies of each student's Home Language Identification Survey
- . Parent Survey and Selection Form
- . Program Placement Letter
- . Entitlement letter (newly identified ELLs)
- . Continued entitlement letter (continuing ELLs)

Access to these documents are limited to ELLs service providers, the LPT team and school personnel. The ELLs provider is responsible for maintaining the records and the copies are placed in a safe, central location.

11. 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.

The New York State English as a Second Language Achievement Test (NYSESLAT) is the exam administered to all ELLs in grades 6, 7, and 8 at PPA (including those who are eligible for New York State Alternate Assessment) as well as those students who were not properly and timely administered the NYSITELL to determine continued entitlement of ELL services, progress in learning English, proficiency level, and number of units of ENL for the following school year. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which are administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of the speaking section. The last 2 weeks are devoted to the other 3 sections as well as those students who were not administered the speaking section. In the event that a NYSITELL-eligible student enters the PPA during the NYSESLAT administration window, the student is first administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student is administered the NYSESLAT to the extent possible.

PPA administers the New York State English as a Second Language Achievement Test (NYSESLAT) to all English Language Learners annually to measure progress in English language acquisition and to determine continued eligibility for ELL services for the following year. In order for students to receive a valid score, PPA administers all sections (speaking, reading, listening, and writing) of the NYSESLAT to students. To ensure that all parts of the NYSESLAT is administered to all eligible students, Principal Spencer works with the test coordinator to complete the following steps:

Step 1: Identify Eligible Students

- Print out the RLER report from ATS for a list of NYSESLAT-eligible students. Note the number of NYSESLAT-eligible students at PPA.
- Identify any NYSESLAT-eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times.
- Upon receipt of the NYSESLAT materials count the number of booklets and answer documents; for information on when materials

should arrive. If PPA does not have sufficient numbers of materials, our Borough Assessment Implementation Director (BAID) is contacted ;

Step 2: Administer All Subtests of the NYSESLAT during the Administration Window and Track Student Completion

- Note that staff administering the NYSESLAT are not required to hold a bilingual or ENL license but must be able to carry out standard examination procedures and must have been trained in administering the NYSESLAT.
- To administer the speaking subtest during the administration window, PPA does the following: Assign a sufficient number of staff and adjust the school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students- the speaking subtest during the administration window.

- To administer the reading, listening, and writing subtests during the administration window, do the following: Note that there are only 10 school days during which we may administer the non-speaking subtests; plan accordingly.

- . Assign a sufficient number of staff and adjust the school schedule as necessary to ensure that we are able to administer to all NYSESLAT-eligible students -the reading, listening, and writing subtests.

- Track completion and ensure students who were not present during times originally scheduled have opportunities to complete the NYSESLAT.

Step 3: Ensure that All Students Eligible to Take the NYSESLAT have been tested

- Follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by making them aware that the NYSESLAT determines their English proficiency, whether a student will receive ENL and/or bilingual services the following school year, and contributes to promotional decisions.

The following special circumstances are also taken into consideration :

- \* If the student is no longer classified as an ELL based on an ELAND review, they do not need to submit an answer document. The answer documents should be retained at the school and sent for secure shredding in September.

- \* Students who recently were determined to have exited ELL status through CR Part 154's alternate exit criteria do not need to submit an answer document. The answer documents should be retained at the school and sent for secure shredding in September.

- \* For NYSESLAT administration purposes, NYSAA students are considered ungraded. Therefore, the grade bubbled in on the answer document should be based on the NYSAA Birthdate Chart.

- \* The blank answer documents for NYSAA students who are unable to respond to any questions still need to be sent in. Schools are encouraged to have students respond to at least one or more questions, to the extent possible, in order to obtain a valid test score.

- \* The school should make new answer documents and send the new answer documents in for scanning for NYSAA students who need a new answer document because, based on the NYSAA Birthdate Chart, will take the NYSESLAT in a different grade band. The pre-slugged answer documents should be retained at the school and sent for secure shredding in September. Note: the grade will not be bubbled in for District 75 pre-slugged answer documents. Schools must bubble in grade on all answer documents.

For general information about administering the NYSESLAT, including rubrics, PPA consults the NYSESLAT School Administrator's Manual and for information on NYC-specific administration and scoring procedures, the NYSESLAT memo is used. For questions regarding NYSESLAT administration or materials, PPA contacts BAID. For questions regarding ELL policy, the senior ELL CPS is contacted.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Paste response to question here:

Each spring, ELLs are tested to evaluate their English proficiency using the New York State English as a Second Language Achievement Test (NYSESLAT). All students who are English Language Learners must take the NYSESLAT . The NYSESLAT is designed to measure the English language proficiency of students who have been identified as ELLs and to determine their continued ELL status.

PPA sends Continued Entitlement Letters to parents of students who continue to be entitled to ELL services (based on the NYSESLAT).

Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student continues to be entitled. Letters are sent in the preferred language of the parent.

Students who test out and become former ELLs as a result of one of the above 3 options are entitled to the following transition services for up to 2 years:

- A half unit of ESL/ENL or services that monitor and support the student's language development and academic progress

- ELL testing accommodations

PPA sends Non Entitlement/Transition Letters to parents of students who have exited ELL status. These letters are available online.

Letters are sent to parents before the beginning of the school year but no later than September 15 of the school year in which the student is no longer entitled. Letters are sent in the preferred language of the parent.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Paste response to question here:

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend shows that 100% of parents have selected the Freestanding ENL program that we offer at PPA. Based upon the data relating to students speaking the same language, it has not become necessary to offer a bilingual program. The Freestanding ENL program is the only program we have available for ELLs.

The parents of ELLs have requested that their children receive a coherent and rigorous education . They have requested programs with high levels of rigor to support results in higher levels of academic achievements for their children. At PPA the ENL program uses research based academic intervention programs to help our ELLs become proficient in English. The curricula is standards-based and is aligned with the NYS assessments.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- Freestanding ENL program.

The ELL program offered at PPA is the Freestanding English as a New language (ENL) program. This program provides instruction in English with home language support, emphasizing English language acquisition. Students in this freestanding ENL program come from many different language backgrounds, and English, in some cases, is the only common language among these students. Our Freestanding English as a New Language (ENL) program provides instruction in English with home language support, emphasizing English language acquisition. PPA is utilizing the Stand-alone and push-in types of ENL program. In the push-in model an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning. The Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher, Annie Benn. Student do not receive stand-alone ENL in lieu of core content area instruction at PPA. Students travel together in heterogeneous or homogeneous groups, to the ENL classroom for differentiated instruction according to their lexile and proficiency levels . These ELLs also receive academic intervention services using SYSTEM 44, READ180, IMAGINE Learning, Destination Math and FASTT Math. All ELLs and former ELLs up to 2 years after exiting ELL status receive a minimum number of units of integrated ENL.

In order to provide content area support for ELLs, the ENL teacher focuses on grade level content as well as the English language skills needed to access that content. The teacher creates and post language objectives that are aligned to the CCLS. Cognates are also used to develop comprehension in English, texts are introduced before reading, ELLs are taught to navigate text books effectively. Students are also taken on educational field trips. Tiered vocabulary essential to full participation in the content areas is taught. Language learning strategies and skills to aid in comprehension are also used to assist students with the L2. Picture dictionaries, language paraprofessionals, and realia are also used to support ELLs in the content areas. PPA also uses text books that are available in the students' L1.

- TBE program. *If applicable.*

Paste response to questions here:

- DL program. *If applicable.*

Paste response to questions here:

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Paste response to questions here:

Beginning September 2015, PPA will have 5 proficiency levels for ELLs based on the NYSITELL and NYSESLAT; the fifth level, proficient/commanding, continues to indicate the student is not an ELL as per CR Part 154 Requirements for English as a New Language. Below is a breakdown of the mandated number of minutes according to proficiency levels.

| Levels (as of 2015-16 SY)  | Total # Minutes ENL              | Breakdown of Total # Minutes ENL             |  |    |
|--|----------------------------------|--|--|----|
| Minimum # minutes standalone ENL integrated ENL (with ELA or any other content area) | Minimum # minutes integrated ENL | Flexibility: Minimum # minutes standalone OR |  |    |
| Beginner / Entering  | 360                              | 180  | 180 integrated ENL/ELA                       | 0  |
| Low Intermediate / Emerging  | 360                              | 90   | 180 integrated ENL/ELA                       | 90 |
| Intermediate / Transitioning   | 180                              | 0  | 90 integrated ENL/ELA                        | 90 |
| Advanced / Expanding   | 180                              | 0  | 180 integrated ENL/ELA or other content area | 0  |
| Proficient / Commanding**  | 90                               | 0  | 90 integrated ENL/ELA or other content area  | 0  |

3. Describe how core content is delivered in each program model. 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.

Paste response here:

Instruction for ELLs is scaffold. The ESL teacher and the content area teachers are trained in QTEL scaffolding strategies. QTEL scaffold strategies and ENL methodologies are used by teachers of ELLs. In addition native language support is provided to ELLs by language paraprofessionals, in Arabic, French, Haitian Creole, and Spanish. The ENL program, has accumulated over the years resource materials to address the academic needs of ELLs. These materials are available in all content areas. Translation dictionaries and picture dictionaries are also used to scaffold the content for our ELLs. AIS support is also offered to our ELLs through READ 180, IMAGINE Learning, and SYSTEM 44. DESTINATION Math and FASTT Math are used for our Math program. These programs are available in several languages such as Haitian Creole, Spanish and French, and are used by students who still need extra support in their native language. The intervention programs address differentiated instruction for ELLs

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

Paste response to question here:

We ensure that ELLs are appropriately evaluated in their native language throughout the year by evaluating students who are Spanish speakers, and first time entrants into the U.S, using the Spanish LAB. Students are also administered the NYSITELL, which is in English. This is the only time that new entrants are administered these assessments. The Spanish LAB measures their proficiency in their L1. Parents of these students must first complete a Home Language Identification Survey (HLIS) at registration. It is the responsibility of the certified ESL teacher and LAB coordinator, trained in student intake procedures, to discuss the home language with the family and provide assessments to determine eligibility for the ESL program which supports their L1 and L2. To ensure that ELLs are appropriately evaluated in their native language, the students are given the choice to complete the exam in their native language. Translation dictionaries and glossaries are provided to the students. The LENS is also used to identify SIFE ELLs.

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

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

Independent Reading, followed by the Whole-Group Wrap-Up .

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
  - Newcomer
  - Developing
  - Long Term
  - Former ELLs up to two years after exiting ELL status

Paste response to questions here:

6a.SIFE

Instructional Plan for SIFE

There are seventeen (17) SIFE who are ELLs. In the general education 6th Grade, there are (6) six student . In the 7th Grade there are four (4) students, and in the 8th Grade there are seven (7) SIFE. At PPA instruction for SIFE is differentiation so as to create a balance between academic content and students' individual needs. This balance is achieved by modifying four specific elements related to our curriculum:

- Content — the information and skills that students need to learn
- Process — how students make sense of the content being taught
- Product — how students demonstrate what they have learned
- Affect — the feelings and attitudes that affect students' learning

These curriculum-related factors are based on student need in three areas:

- Readiness — students' preparation for learning specific information or skills
- Interest — what appeals to students and thus motivates them to learn
- Learning Profile — how students approach the task of learning

Our goal of differentiated instruction is to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Content is modified for our SIFE who need multiple options for taking in information additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content. We currently have a new ENL lab, equipped with Scholastic intervention programs. These programs SYSTEM44, READ180, FASTT Math and Imagine Learning help PPA differentiate instruction for SIFE. These are research based programs designed to accelerate reading proficiency for our SIFE. Some of these programs also offer language support in French , Arabic ,Spanish , and Haitian Creole. In addition, teachers use QTEL scaffolding strategies, visual aides, TPR strategies and tiers1, 2, and 3 vocabulary along with grade appropriate content in order to address the SIFE needs in ENL and all content areas .

Instruction for these students as mandated by CR Part 154 for ENL consists of 360 minutes per week for Entering and Emerging and for Transitioning and Expanding 180 minutes each week. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English Language Learner.

6 b.Newcomers

PPA has 16 Newcomer ELLs who arrived very recently and exhibit little or no knowledge of English. While newly arrived ELLs are represented among the group of newcomer ELLs, many others are US-born and are at the emerging, transitioning, or higher levels. At PPA the ENL lab is equipped with Scholastic intervention programs and Imagine Learning. These programs assist us to achieve our goal of differentiated instruction to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Teachers of ELLs also use QTEL scaffolding strategies , along with visual aides, and TPR strategies as means of differentiating instruction for newcomers. As a result content is modified using multiple options for these students who need additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content. To tackle the language barrier, paraprofessionals are used to interpret and translate content. PPA also uses bilingual dictionaries and Google translate to assist in translations.

Instruction for these students as mandated by CR Part 154 for ENL consists of 360 minutes per week for Entering and Emerging and for Transitioning and Expanding 180 minutes each week. Once a SIFE student is performing at or above the transitioning/intermediate level on the annual English language proficiency assessment, the student's status as a Student with Inconsistent/Interrupted Formal Education is removed, even though the student may continue to be identified as an English Language Learner.

6.c Developing

PPA has 10 developing ELLs identified under CR Part 154 who have received English as a New Language instruction, as a

component of their bilingual education or freestanding English as a New Language program, for a total of four (4) to six (6) continuously enrolled school years in the United States. At PPA the ENL lab is equipped with Scholastic intervention programs and Imagine Learning. These programs assist us to achieve our goal of differentiated instruction to create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Teachers of ELLs also use rigorous standards based instruction in the content areas along with QTEL scaffolding strategies, visual aides , and TPR strategies as an approach to differentiating instruction for our developing ELLs. As a result content is modified using multiple options for these students who need additional practice with essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content. To tackle the language barrier, paraprofessionals are used to interpret and translate content. PPA also uses bilingual dictionaries and Google translate to support native language. Weekly instruction for ENL as mandated by CR Part 154 consists of the following :

CR Part 154 Requirements for English as a New Language\*, Grades K to 8 Levels (as of 2015-16 SY)

|                              |     |         |
|------------------------------|-----|---------|
| Beginner / Entering          | 360 | minutes |
| Low Intermediate / Emerging  | 360 | minutes |
| Intermediate / Transitioning | 180 | minutes |
| Advanced / Expanding         | 180 | minutes |
| Proficient / Commanding**    | 90  | minutes |

6.d Long Term

PPA has 7 long term ELLs. These are ELLs identified under CR Part 154 who have received English as a new language instruction, as a component of their bilingual education or freestanding English as a new language program, for seven (7) or more continuously enrolled school years in the United States. The ESL instructional support for these Long -Term ELLs includes the development of reading comprehension skills, vocabulary development, the completion of standards based writing projects along with QTEL scaffolding strategies and visual aides as an approach to differentiating instruction for our long term ELLs. Content is modified using multiple options for these students who need additional practice with content vocabulary and essential elements before moving on; however, the expectation is that modifications in other areas will ultimately allow all students to master the same key content. Language paraprofessionals are used to interpret and translate content where needed. PPA also uses bilingual dictionaries and Google translate to support native language. Weekly instruction for ENL as mandated by CR Part 154 consists of the following:

CR Part 154 Requirements for English as a New Language\*, Grades K to 8 Levels (as of 2015-16 SY)

|                              |     |         |
|------------------------------|-----|---------|
| Beginner / Entering          | 360 | minutes |
| Low Intermediate / Emerging  | 360 | minutes |
| Intermediate / Transitioning | 180 | minutes |
| Advanced / Expanding         | 180 | minutes |
| Proficient / Commanding**    | 90  | minutes |

6.eFormer ELLs up to 2 years after exiting ELL status

PPA has 25 former ELLs. These are students who had been identified as English language learners and subsequently exited from ELL status. For at least two years following the school year in which a student is exited from ELL status, former ELLs receive at least one half of one unit of study of English as a New Language (90 minutes per week) and are eligible for certain specified testing accommodations. Direct instruction is used to further support the language development of former ELLs. Standards - based instruction is differentiated to provide students with multiple entry points for taking in information, making sense of ideas, and expressing what they learn. Teachers use QTEL strategies and focus on academic vocabulary in order to allow equal access to important academic content.

ELL Testing Accommodations at PPA

All ELLs and former ELLs for up to two years after testing out are eligible for ELL testing accommodations, in addition to any accommodations on their IEPs or 504 Plans, if applicable. PPA determines which accommodations are most suitable and beneficial (will maximize the potential for achievement on all exams) for each ELL at the beginning of the school year. ELLs are entitled to using those accommodations for most assessments, including those that are teacher-made and State-mandated. ELLs are not entitled to ELL testing accommodations on the NYSESLAT.

PPA also provides testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (i.e., mathematics, science and social studies). PPA makes all necessary arrangements to make these accommodations available for ELLs who need them. PPA also uses the list of NYS-approved accommodations ma be found in the School Administrator's Manual (SAM) for each respective test.

Testing accommodations for ELL students on the NYS ELA and content-area assessments include the following:

- Time extension (all exams): Schools may extend the test time for ELL students on NYS ELA and content-area assessments and on Regents examinations. PPA Principal may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. PPA Principal will consult with the student's classroom teacher in making these determinations. However, there are no time limits.
- Separate location (all exams): Schools are encouraged to provide optimal testing environments and facilities for ELL students. NYS assessments may be administered to ELLs individually or in small groups in a separate location.
- Third reading of listening selection (English Language Arts exams only): Proctors may read the listening passage three times to ELLs on grades 3-8 English Language Arts assessments and on the Regents Comprehensive Examination in English.
- Bilingual dictionaries and/or glossaries: ELLs may use bilingual glossaries when taking State examinations in all subjects except languages other than English exams (LOTE). The bilingual dictionaries and glossaries may provide only direct one-to-one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.
- Simultaneous use of English and alternative language editions are not allowed for English Language Arts examinations. For state examinations for which SED provides written translations, ELLs may use both English and an alternative language edition of the test simultaneously. However, they should be instructed to record all of their responses in only one language. The alternative language edition used by the student should be so indicated on the student's answer sheet.
- Oral translations for low incidence languages are not allowed for English Language Arts examinations. Schools may provide ELL students with an oral translation of a state examination when there is no translated edition provided by SED. All translations must be oral, direct translations of the English editions. Written translations are not allowed. No clarifications or explanations may be provided. Translators should receive copies of the English edition of the tests one hour prior to administration.
- Writing responses in the home language are not allowed for English Language Arts examinations. ELL students making use of alternative language editions or of oral translations of state examinations may write their responses to the open-ended question in their home languages. Scoring the tests is the responsibility of the school.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

Paste response to questions here:

There are two phases that will be employed at PPA in the re-identification of ELL or non- ELL.

Phase 1

Beginning in the 2015-16 school year at PPA , a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) will go through the ELL Re-identification Process. The Re-identification Process allows PPA, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who -

- Have a home language other than English, and
- Are ELLs and non-ELLs

PPA will initiate a review of the ELL status determination upon receipt of a written request from any of the following:

- A student's parent or guardian
- A student's teacher (if the teacher's request includes written consent from the parent or guardian)

The Re-identification Process will be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. PPA receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. PPA reviews all documents related to the initial or reentry identification process detailed above.
3. PPA reviews the student's work in English and in the home language.
4. PPA will administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. PPA consults with parent or guardian.
6. PPA conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is

suspected of having a disability that may impact the ability to speak, read, write or listen in English.

8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent’s preferred language must be sent to the parent or guardian . If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.

9. Upon receipt of signed notification acknowledging the principal’s recommendation to change the ELL status from the parent or guardian or student , the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.

10. Written notification of the decision is sent from the superintendent to the principal, parent and guardian, in the parent’s preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student’s program must be modified accordingly.

11. All notifications and relevant documents must be kept in the student’s cumulative folder.

Phase 2

Between 6 and 12 months (from the date of the superintendent’s notification to Principal Spencer, parent and guardian), the principal, will review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal will consult with the certified ENL teacher Annie Benn, the parent and guardian. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal’s decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent’s preferred language within 10 school calendar days.

8. 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?

Paste response to question here:

There are 6 students identified as special needs in ENL whose IEP mandates ENL services. There are (2) Advanced student and 2Intermediate students in the 6th Grade and two Intermediate students in the 8th Grade. These special needs students are served according to their mandated hours for their proficiency levels. The table below shows the CR Part 154 Requirements for English as a New Language used by PPA for all ELL -SWDs :

CR Part 154 Requirements for English as a New Language\*, Grades K to 8

| Levels (as of 2015-16 SY)    | Total # Minutes ENL              |                                  | Breakdown of Total # Minutes ENL   |    |
|------------------------------|----------------------------------|----------------------------------|--|----|
|                              | Minimum # minutes standalone ENL | Minimum # minutes integrated ENL | Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area) |    |
| Beginner / Entering          | 360                              | 180                              | 180 integrated ENL/ELA   | 0  |
| Low Intermediate / Emerging  | 360                              | 90                               | 180 integrated ENL/ELA   | 90 |
| Intermediate / Transitioning | 180                              | 0                                | 90 integrated ENL/ELA  | 90 |
| Advanced / Expanding         | 180                              | 0                                | 180 integrated ENL/ELA or other content area   | 0  |
| Proficient / Commanding**    | 90                               | 0                                | 90 integrated ENL/ELA or other content area  | 0  |

The Entering / Emerging ELLs with special needs receive intervention via SYSTEM44 and Imagine Learning and the Transitioning and Expanding will receive intervention via READ180. Recommended testing accommodations are available to all special needs students based on their Individualized Education Programs. Long-Term ELLs will also be placed in the READ 180 program for enrichment.

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

Paste response to question here: The ESL instructional plan for these students consists of the following:

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

Below is a breakdown of the mandated number of minutes according to proficiency levels.

| Levels (as of 2015-16 SY)    | Total # Minutes ENL              |                                  | Breakdown of Total # Minutes ENL   |    |
|------------------------------|----------------------------------|----------------------------------|--|----|
|                              | Minimum # minutes standalone ENL | Minimum # minutes integrated ENL | Flexibility: Minimum # minutes standalone OR integrated ENL (with ELA or any other content area) |    |
| Beginner / Entering          | 360                              | 180                              | 180 integrated ENL/ELA   | 0  |
| Low Intermediate / Emerging  | 360                              | 90                               | 180 integrated ENL/ELA   | 90 |
| Intermediate / Transitioning | 180                              | 0                                | 90 integrated ENL/ELA  | 90 |
| Advanced / Expanding         | 180                              | 0                                | 180 integrated ENL/ELA or other content area   | 0  |
| Proficient / Commanding**    | 90                               | 0                                | 90 integrated ENL/ELA or other content area  | 0  |

|       |                              |     |     |  |    |
|-------|------------------------------|-----|-----|--|----|
| Chart | Beginner / Entering          | 360 | 180 | 180 integrated ENL/ELA                       | 0  |
|       | Low Intermediate / Emerging  | 360 | 90  | 180 integrated ENL/ELA                       | 90 |
|       | Intermediate / Transitioning | 180 | 0   | 90 integrated ENL/ELA                        | 90 |
|       | Advanced / Expanding         | 180 | 0   | 180 integrated ENL/ELA or other content area | 0  |
|       | Proficient / Commanding**    | 90  | 0   | 90 integrated ENL/ELA or other content area  | 0  |

### Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL   | ENTERING (Beginning)                           | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)  | COMMANDING (Proficient)   |
|---|--|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)  | 2 units of study <i>per week</i> (360 min.)    | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)  | 1 unit of study <i>per week</i> (180 min.)                  | Former ELLs must continue to receive services for an additional two years                                     |
| STAND-ALONE ENL   | 1 unit of study in ENL (180 min.)              | .5 unit of study in ENL (90 min.)   |   |   |   |
| INTEGRATED ENL  | 1 unit of study in ENL/ELA (180 min.)          | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/ELA (90 min.)   | 1 unit of study in ENL/ELA or other Content Area (180 min.) |   |
| FLEXIBILITY   |  | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)   |   | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| Chart   | 360 minutes per week                           | 360 minutes per week  | 180 minutes per week  | 180 minutes per week  |   |
| STAFFING/ PERSONNEL   | STAND-ALONE ENL<br>K-12 Certified ESOL teacher |   | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER<br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)<br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) |   |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day. |  |   |   |   |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL  | ENTERING (Beginning)   | EMERGING (Low Intermediate)   | TRANSITIONING (Intermediate)  | EXPANDING (Advanced)                           | COMMANDING (Proficient)   |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM)   | 3 units of study <i>per week</i> (540 min.)  | 2 units of study <i>per week</i> (360 min.)   | 1 unit of study <i>per week</i> (180 min.)  | 1 unit of study <i>per week</i> (180 min.)     | Former ELLs must continue to receive services for an additional two years                           |
| STAND-ALONE ENL  | 1 unit of study in ENL (180 min.)  | .5 unit of study in ENL (90 min.)   |   |  |   |
| INTEGRATED ENL   | 1 unit of study in ENL/ELA (180 min.)  | 1 unit of study in ENL/ELA (180 min.)   | .5 unit of study in ENL/Content Area (90 min.)  | 1 unit of study in ENL/Content Area (180 min.) |   |
| FLEXIBILITY  | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)             | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)   |  | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL  | 540 minutes per week   | 360 minutes per week  | 180 minutes per week  | 180 minutes per week                           |   |
| AWARDING CREDITS   | <b>STAND-ALONE ENL</b><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <b>INTEGRATED ENL</b><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL Teacher  |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a 7-12 certified Content Area teacher |  |   |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. |  |   |   |  |   |

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

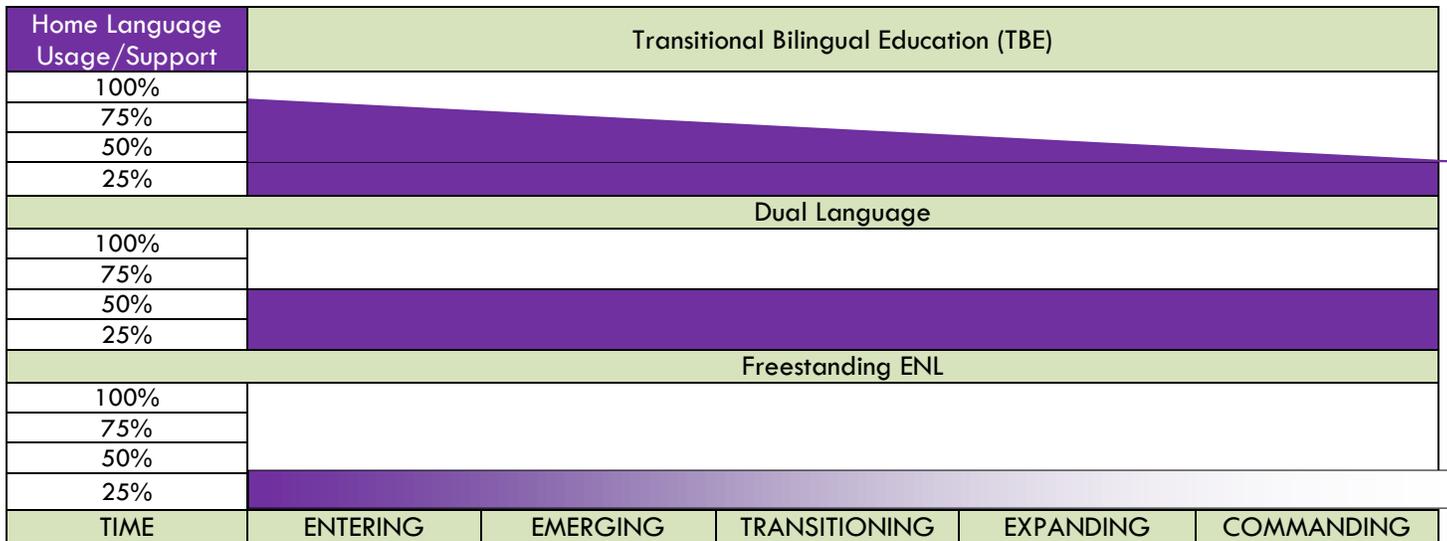


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



**Information--Continued**

programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school.

| ELLs  | Math Intervention Program      | Additional Support   |
|---|--------------------------------|--|
| ELA Intervention Program<br>System 44<br>Imagine Learning | FASTT Math<br>Destination Math | AIS Programs<br>Vacation School<br>After school Programs<br>SES Programs<br>Early Bird Programs<br>Saturday Programs                 |
| Read 180<br>Imagine Learning                              | FASTT Math<br>Destination Math | AIS Programs<br>Vacation School<br>After school Programs<br>SES Programs<br>Early Bird Programs<br>Saturday Programs                 |
| Read180   | FASTT Math<br>Destination Math | SES Programs<br>Early Bird Programs<br>After school Programs<br>SES Programs<br>Vacation School<br>Saturday Programs<br>AIS programs |

These programs provide solutions for differentiated instruction. These programs offer support in French, Arabic, Spanish and Haitian Creole and they offer a broad range of language support from paraprofessionals and teachers.

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

Support (2) years for ELLs reaching proficiency on the NYSESLAT.  
2014

All ELLs attained proficiency levels in the NYSESLAT. Two (2) of these ELLs graduated from the 8th Grade to high school. Four (5) of these ELLs are now in the 9th grade. These former ELLs are invited to participate in after school and all ELL enrichment activities. They are allowed extended time during examinations, and 9th grade dictionaries and glossaries.

Which students will be considered for the upcoming school year?

17

Which programs will be discontinued and why?

Describe the programs for ELLs that will be discontinued.

Describe the services to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Describe the services to all school programs during the regular school day, after school and vacation school. All ELLs are placed in classes (general and special education) that are permitted to participate in all extended day programs provided by CBO's and programs that are funded through grants. They also include services offered by...

programs provided by the school.

ing technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

eracy programs that are utilized to provide ESL through the content areas:

ere

cience and Social Studies

workbooks

ifferent genres

SYSTEM 44, READ 180, FASTT Math

Creole and Spanish

ng Success

are available in French , Arabic ,Haitian Creole and Spanish)

vered in each program model (DL, TBE, and ENL)?

at our school, native language support in Arabic, French, Spanish, and Haitian Creole, is delivered by paraprofessionals and teachers who are fluent in the  
libraries, instructional technology programs in L1 and L2- Imagine Learning, Read 180, System 44 - and Google translate.

required services/resources support and correspond to ELLs' ages and grade levels.

correspond to the needs of all ELLs. These resources are appropriate for their grade levels and age. Instructional materials are modified for SIFE .

at assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of  
(or).

ated at our school in order to assist newly enrolled ELLs before the beginning and throughout the school year are as follows:

ELLs with translators and interpreters in their home language by qualified staff. These meetings are organized by the guidance counselor Mr. Esbrand , the  
.

new entrants

ing the summer

to ELLs?

ELLs. Language support is also given to ELLs by paraprofessionals and teachers who speak Arabic, French, and Haitian Creole.

grams:

l is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

ch core content area taught?

parated for instruction?

t in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The challenges of the Common Core Standards affect the Special Needs students in many ways. Therefore, strategies for the ELLs and SPEDs are similar.  
  
Goals:  
  
To ensure all teachers are prepared to implement the CCSS for ELLs and SPEDs.  
  
To provide access to ELLs and SPEDs in the curriculum.  
  
Strategic Objective - Professional Development:
  - Continue to train teachers in strategies for accommodating ELLs and SPEDs in instruction and assessment.
  - Ensure parental involvement activities/workshops.
  - Provide time for collaborating between general education teachers and the ESL/SPED teachers.
  - Continue to examine tasks, assessments, standards in terms of modification and adaptations.
  - Explore the new Language Arts Bilingual Common Core Instructional progression and Home Language Arts Progression (NLA) (Ells only)
  - Consider an Individual Learning Plan for the ELLs student and ensure a quality IEP development and implementation for SPEDs.
  - Examine how culture impacts learning (ELLs only)
  - Professional Development in Shared Pathways for all personnel
  - UDL strategies for multiple entry points
  - SESIS training
  - RTI for ELLs/SPEDs – tiered instructional approaches
  - Reading strategies for ELLs/SPEDs/struggling learners
  - Behavioral supports – implementing BIPs, FBAs for SPEDs
  - Use AMAO tool to analyze ELLs data, set goals and improve instruction.
  - Implement State changes to assessing NYSAA students.  
Responsible Persons: Principal, Assistant Principals, Teachers, Parents  
  
Timeline: September 2015 – June 2016
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
Professional development that is offered to teachers of ELLs are as follows:
  - a. Teaching ELLs -UDL Strategies that work
  - b. Beyond Academic Vocabulary: Academic language to support grade level instruction (Grades 6 - 11)
  - c. Supporting the Academic Needs of SIFE in Secondary Schools (Grades 6-11)
  - d. Curriculum Mapping: Strategies for Successful Implementation of ELL Programs
  - e. Building a Strong and Effective Tier 1 Reading Instruction for English Language Learners in the Responsive to Intervention (Rtl) Framework
  - f. Developing Academic Language and Literacy Skills in the Science Classroom
  - g. Writing Language Objectives for English Language Learners (ELLs) in the Mathematics ClassroomThese PDs support teachers as they provide scaffolding, multiple entry points and access for all learners.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
  2. Out guidance counselor will continue to provide assistance to staff to work with ELLs as they transition from the Elementary to Middle school, and Middle school to High school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

PPA provides provide professional development to all teachers and administrators that specifically addresses the needs of English Language Learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners

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

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PPA meets individually with the parents or guardians of English Language Learners annually. This additional meeting includes the ENL Teacher along with staff necessary to sufficiently inform parents or guardians about the child's language development progress, language proficiency assessments, and language development needs in all content areas in English and in the child's home language. PPA also informs parents about the Common Core Learning Standards, assessments, and school expectations for ELLs. Such meeting is conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. PPA determines the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Attendance is recorded using existing procedures. Printed information to parents is also translated into the language that the parent or guardian best understands.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Paste response here:

2. Attendance and notes are taken and kept for all meetings at PPA. These documents are maintained using existing procedures established at PPA. All documents for parents are translated into the preferred language of the parents/guardians. Pertinent information discussed at these meetings is recorded and sent to parents in English their native language indicated on the HLIS. A qualified interpreter/translator in the language the parent or guardian best understands, makes phone calls to parents to disseminate information about the ENL program or for feedback about matters concerning their child's progress.

3.

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

The ELLs Parental calendar for the 2014-2015 school year includes the following: - ELLs parent orientation meetings, telephone conferences with parents of ELLs, monthly Family Math and Literacy Programs, and access training to NYC DOE web sites. Parents are also given information about the Department of Adult and Continuing Education so that they may attend classes to strengthen their abilities to assist their children in English.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response to question here:

The school partners with the Office of Adult and Continuing Education that runs evening classes at PPA to register parents of ELLs and their relatives so that they can become proficient in their new language and also be able to assist their child. Our CBO - BEACON will continue to participate in workshops of ELL parents.

5. How do you evaluate the needs of the parents?

Paste response to question here:

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

Level of students' homework

Attendance / ELLs' parent participation at meetings and school wide activities

Students' conduct and adherence to the school's policy and dress code

Adult English acquisition

6. How do your parental involvement activities address the needs of the parents?

Paste response to question here:

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

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#### **D. Additional Information**

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

Paste response here:

| School Name: _  |   | School DBN: _ |                 |
|---|---|---------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section. |   |               |                 |
| Name (PRINT)  | Title   | Signature     | Date (mm/dd/yy) |
|   | Principal   |               | 1/1/01          |
|   | Assistant Principal                                   |               | 1/1/01          |
|   | Parent Coordinator                                    |               | 1/1/01          |
|   | ENL/Bilingual Teacher                                 |               | 1/1/01          |
|   | Parent  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Teacher/Subject Area                                  |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | Coach   |               | 1/1/01          |
|   | School Counselor                                      |               | 1/1/01          |
|   | Superintendent  |               | 1/1/01          |
|   | Borough Field Support<br>Center Staff Member<br>_____ |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |
|   | Other _____   |               | 1/1/01          |

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **17K002** School Name: **Parkside Preparatory Academy (PPA)**  
Superintendent:

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

PPA administers the Home Language Identification Survey (HLIS) to determine the student's home language as part of general intake procedures. The school has to determine the home language within 30 days of a student's enrollment .

The home language is determined based on the results of the HLIS, which include an interview with both parent and student in English or the preferred language of the parent. Part III of the HLIS asks supplementary questions that require parents to identify the following :

1. What language the parent likes to receive written information from PPA .
2. What language the parent prefers to communicate orally with PPA .

The response to these supplementary questions on the HLIS , reports on ATS and the Student Emergency Contact cards , assist PPA in compiling a list of preferred languages and maintaining a record of all primary languages of each parent for written and oral communication . The data , from the HLIS (2014-2015)for the four newcomers entering PPA and have recently arrived in the USA for the first time , shows that three parents chose Spanish as their language preference for both written and oral communication ,while one parent chose French / Haitian creole . It is the policy at PPA that all correspondences to all parents who need language assistance must be translated into the preferred language of parents . Correspondences are distributed in both English and the preferred language of parents . Oral communication is provided by staff members proficient in the L1 of parents . Over-the-phone interpretation services are also available for use by PPA through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The preferred languages for both written and oral communication are Spanish , French , Arabic ,Fulani , and Haitian Creole .

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

PPA provides parents ,whose primary language is a covered language ,with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program.

The following documents are translated by PPA :

Monthly news letters ,  
Monthly calendars ,  
Quarterly parent teacher announcements  
NYS testing dates and preparation  
Promotion in doubt letters  
Letters from the school leadership to parents .

In addition , parents are informed about after school programs and ELL meetings in their preferred languages as per the HLIS ,ATS , and Student Contact.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent teacher meetings occur at PPA quarterly .  
Curriculum night is also planned periodically at PPA .  
Enrollment -ongoing throughout the year  
ELL parent meetings - quarterly  
ELL orientations / program selection meeting - ongoing throughout the year  
SLT meetings

CSE meetings

### Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

It is the policy at PPA that all documents to parents whose preferred languages are other than English, be translated. Documents are distributed in both English and the preferred languages of parents. Translation needs are provided by staff members proficient in the the L1 of parents. The DOE's Translation and Interpretation Unit will be utilized as a back-up plan for any L1 that cannot be translated at PPA. Prior proper planning at PPA ensures that all translations are expedited in a timely manner for distribution.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Over-the-phone interpretation services will be provided in-house by school staff, however if the L1 is not available the Translation and Interpretation Unit will be used.

### Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

PPA will continue to use the Translation and Interpretation unit to provide ongoing training to the Parent Coordinator Ms. J. Mobley and other key school-based personnel on the language access requirements and on resources available to support these requirements. Trained staff will continue to turnkey this information to other staff at meetings.

### Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

**Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

To fulfill section VII of the Chancellor's Regulation Parkside Preparatory Academy will provide each parent ,whose primary language is a covered language and who require language assistance services , with a translated copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

PPA will also post in a conspicuous location at or near the primary entrance to the school a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services.

Our safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. If the parents of more than 10% of the children at PPA speak a primary language that is neither English nor a covered language, we shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section.

The Department's website shall provide information in each of the covered languages concerning the rights of parents to translation and interpretation services and how to access such services.

**Part F: Monitoring and Quality Control**

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

A survey of our parents will be used to gather feedback on the quality and availability of services . Language preferences on HLIS ,ATS reports , and Student Emergency Contact cards are solid indicators of the language preferences of parents .

Parents have indicated that they prefer to receive both written and oral communication in their native language accompanied by the English version however, during conferences, parents prefer to have interpreters available in their native languages.