



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001): **17K167**

School Name: **P.S. 167 THE PARKWAY**

Principal: **MARC MARDY**

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Parkway School School Number (DBN): 17K167
Grades Served: 4 - 5
School Address: 1025 Eastern Parkway Brooklyn, NY 11213
Phone Number: (718) 774-2640 Fax: (718) 953-1954
School Contact Person: Marc H. Mardy Email Address: mmardy@schools.nyc.gov
Principal: Principal
UFT Chapter Leader: Rose Reid
Parents' Association President: Stephen McKenna
SLT Chairperson: Tyra Williams-Owens
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Stacey Greenidge
Student Representative(s): Taylor Russell
Robert Reynolds

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: Brooklyn South Director: Cheryl Watson Harris
Director's Office Address: 415 89th Street Brooklyn, NY 11209
Director's Email Address: CWatson@schools.nyc.gov
Phone Number: (718) 759-4862 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and 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)
Marc-Heralde Mardy	*Principal or Designee	
Rose Reid	*UFT Chapter Leader or Designee	
Stephen McKenna	*PA/PTA President or Designated Co-President	
Marshell Brown	DC 37 Representative (staff), if applicable	
Stacey Greenidge	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sherry Ann George	Parent	
Vanessa Pierre	Parent	
Carmlyn Findley Walker	Parent	
Tyra Williams-Owens	SLT Chairperson/UFT	
Leonie Bernard	Teacher/UFT	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. 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.

The Parkway School is an elementary school located in the multi-cultural neighborhood of Crown Heights. As a hub for new immigrants, the school services students from more than twenty-five different countries. We build strong family and community ties by partnering with the Office of Adult Education to offer ESL and GED classes in the evenings and during the summer. P.S. 167 has been a staple on Eastern Parkway for more than 100 years.

At The Parkway School, we believe that all students are uniquely gifted, hence we offer many programs to provide students with multiple paths for success. We partner with many community based organizations to promote the intrinsic talents of all students. All students at The Parkway School learn to play at least two instruments. The school has partnered with Arts Connection for the past ten years to provide steel pan instruction to the students. As a result, several of our students have performed at the Annual West Indian Day parade. We also provide the students with violin instruction through our partnership with the Brooklyn Queens Conservatory of Music. Through our after school program, students also receive instruction in piano, percussion, guitar, ballet, hip hop dance and African dance. These programs have been an integral instrument in promoting the social and emotional needs of all students, including students designated as students with disabilities. Nearly 40% of our students with disabilities have participated in out of school performances and recitals.

Our faculty members work collaboratively to provide students with opportunities to engage in hands on standards based projects. Most recently, we used our students passion for the conservation of our environment to to develop a curriculum with activities where students gained real world experiences on what was taught in the classroom. The Parkway School was one of the first schools in the city to participate in the composting program. Through a partnership with Cafeteria Culture we were able to use the arts to provide students with standards based instruction science with a focus on recycling and conservation. This program provided students designated as English Language Learner with opportunities to learn content based vocabulary through real world experiences. To further develop our students' critical thinking skills; we developed research projects that were based on educating students on environmental issues. The teachers collaborated and worked on grade level teams to create several units of study, with multiple entry points for all learners. This interdisciplinary study, enabled students to apply the skills and strategies taught in science, social studies, art and math to develop a culminating activity along with their research paper. The students staged a local protest against the poaching of animals for profit.

Educators at The Parkway School are committed to providing students with a rigorous common core based learning experience. Our school community defines rigor as students engaged in discussions, Accountable Talk, and using text based evidence to support their speaking, listening and writing skills. During the past year we have focused on increasing instructional rigor in reading and math by providing targeted professional development to our faculty members. In reading, we placed emphasis on student intellectual engagement through questioning and discussion techniques. Bloom's Taxonomy was used a framework for developing questions that foster critical thinking and discussion. The weekly Monday professional development sessions were used to engage faculty members in collaborative discussions and peer learning opportunities. Bloom's Taxonomy was also used to create questions for discussion and intellectual engagement in mathematics. The teachers created unit plans with a pendulum of questions, whereby all learners can be intellectually engaged in the lesson.

The talented teaching staff has developed performance tasks in both literacy and mathematics across the grades. The instruction leading to the culminating project requires students to engage in a variety of instructional activities which include but are not limited to: conducting research, surveying, analyzing data and making predictions. The Performance Tasks will result in a text based essay formulated on their research of a specified topic. Our school has adopted a

Common Core aligned mathematics program that emphasizes higher order thinking skills and application to the real world through end of unit performance tasks. This shift has afforded students the opportunity to learn through exploration. This exploration involves the use of manipulatives to make symbolic concepts concrete and meaningful. The performance tasks in mathematics results in students completing common core aligned projects.

Mission Statement

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

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

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

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

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

17K167 School Information Sheet

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

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The results of the most recent School Quality Snapshot reflects a score of Excellent in Literacy in 2015. As a school with diverse learners, the school leader has developed instructional systems to support the achievement of diverse learners. The Balanced Literacy Framework is used to ensure that there are opportunities for differentiated instruction to meet the needs of all learners. Through the Workshop Model of instruction, students are provided with small group differentiated small group instruction. The 2015 New York State Assessment results for 2015 reflect an 11% decrease in students scoring on Level 1 in grade 4 and a 7% decrease in students scoring on Level 1 in grade 5. Each month there is a Monthly Writing Genre where all classes focus on the elements of writing in that particular genre. Additionally, the school leader has established a weekly reading skill-of-the-week and a weekly math problem solving strategy of focus. In 2015 there was a 14% decrease in students scoring on Level 1 in fourth grade.</p> <p>Professional Development is used to support Teacher Teams with curriculum development and lesson design. It is our belief that student achievement can continue to grow by improving instructional practices through effective planning. During the 2014 – 2015 school year the grade level teams have placed great emphasis on developing the members’ professional knowledge of using the Common Core Learning Standards as the anchor for each lesson. Through our study of "Backwards Planning", the teachers were able to take the standards based outcome and develop steps to achieve the outcome. The teams made changes in their approach to discussing text, by developing question stems that were in line with the ELA common core assessment. These question stems were</p>		

a culmination of Blooms and the five non-fiction text features. These question stems were incorporated not only during the Literacy Block; they are used in science and social studies as well.

The weekly schedule includes time for Teacher Team Meetings to develop common core based curriculum maps, lesson plans, units of study (Performance Task), rubrics, differentiated instructional activities and targeted instructional activities. At The Parkway School we foster high expectations for students by engaging them in standards based instructional activities that require critical thinking with the application of skills and strategies. Since each child is uniquely gifted, we use data to make informed decisions when planning. We prepare instructional activities that are within the zone of proximal development so that students can be challenged to achieve to their full potential. That is why we use the Workshop Model of Instruction to provide students with time to engage in differentiated instructional activities. Student learning is also supported with online blended learning programs that are accessible in school and at home. The school uses Spatial Temporal Math, Ticket to Read, Imagine Learning and MyOn to provide targeted instruction to students.

The school leader and the faculty members engage in Inquiry Team Meetings where progress monitoring is used to assess Standards based assessments are used to monitor student growth and performance in mathematics, reading, science and social studies. Data from the 2015 Performance Series Assessment in math show that 16% of the fifth students perform of Level 5.9 in math and 9% of the students perform above Level 5.9 in reading. Both formal and informal data is used to create instructional activities that address the diverse needs of all learners. The school utilizes Beginning of the Year, Middle of the Year and End of the Year as a progress monitoring tool. Student performance is analyzed through diagnostic assessments on Performance Series. The diagnostic results are used to determine specific areas of strength and weaknesses by student and by class

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the achievement of all students in meeting the CCLS standards RI.5.6, analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they present will increase by 20% as measured by the monthly writing assignments assessed with teacher created rubrics.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Utilize item analysis data from Performance Series, school wide interim assessments and monthly writing tasks to successfully target students who are performing lower than the 50th percentile on Level 2 or performing on Level 1</p>	<p>Students performing lower than the 50th percentile of Level 2</p>	<p>September 2015 – June 2016</p>	<p>Principal, UFT TC Staff Developer and Teachers</p>
<p>Provide targeted students with Teacher Directed small group instruction during guided reading (40 minutes three times per week), with emphasis on RI.5.6</p>	<p>Students performing lower than the 50th percentile of Level 2</p>	<p>September 2015 – June 2016</p>	<p>Principal, UFT TC Staff Developer and Teachers</p>

Provide students with intervention on Ticket-to-Read (90 minutes per week) and instructional support on MyOn eBooks and Imagine Learning (20 minutes three times per week)	All Students	September 2015 – June 2016	Principal, UFT TC Staff Developer and Teachers
Use common planning time to review portfolios, teacher created assessments and rubric based work. Educational consultants will be used to provide professional development to teachers on how to provide students with instruction on how to support written and oral responses with text based evidence	All Teachers	September 2015 – June 2016	Principal, UFT TC Staff Developer, Consultants and Lead Teachers

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.
<ol style="list-style-type: none"> 1. Targeted Professional Development for teachers once a week including time to have professional conversations about summative data, Common Core Learning Standards, Citywide Instructional Expectations and to examine resources on EngageNY 2. Weekly common preps, after school teacher planning and professional development 3. Extended Learning Time for Students twice a week for two hours each day 4. UFT Teacher Center Staff Developer and Field Liaison will facilitate workshops occurring six times throughout the school year

Part 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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ol style="list-style-type: none"> 1. Student data from monthly writing rubrics will reflect a 10% overall increase in standards RI.5.6 2. At least 50% of curriculum maps from September to January will evidence the use of UDL Principles to address the diverse needs of all members

3. At least 50% of minutes and agendas of Teacher Team Meetings and professional development will evidence rigorous instructional activities resulting in the completion of four units of study by the end January
4. At least 50% of monthly curriculum maps and daily lesson plans will reflect the use of interim data to group and create instructional activities for students resulting in an increase in student writing performance as measured by rubric based assessments
5. Monthly data from formal and informal observations will demonstrate a 10% increase in overall competency rating as measured by the midyear MOTP reports

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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	E
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The Parkway School has partnered with several organizations to promote positive social and emotional health. We have worked with Cook Shop to provide parents and students with instruction on how to prepare healthy meals and how to make healthy food choices. The students have also participated in the NYC Buildings Department Elevator Escalator Safety Program. The Fire Department of New York has also conducted fire safety workshops for students and CPR workshops for parents.</p> <p>Each year the results of the Learning Environment Survey are analyzed and a plan of action is developed to address parental concerns. The most recent Elementary School Quality Snapshot shows that 97% of the parents are satisfied with educational programs that their child has participated in at The Parkway School .</p> <p>The staff has received training on utilizing positive behavioral strategies, PBIS, to promote good behavior in all students. Each classroom has a behavioral incentive program that sets clear expectations for classroom behavior. In the cafeteria, the faculty members have trained the students on the code of conduct while dining as well as while playing at recess. Additionally, there is a check system where each class can receive a check for good behavior each day. At the end of the month the class with the most checks earns a pizza party.</p> <p>The School Safety Committee, the Attendance Committee, the SLT along with the classroom teachers collaborate to develop activities and incentives to reduce incidents and promote good attendance. The PPC/SIT Committee also meets monthly to discuss targeted students and to develop strategies for meeting their social and academic needs. Behavior Intervention Plans are sometimes utilized to address the needs of students with challenging behaviors. The BIP is completed by the classroom teacher in partnership with the student and the parent. The OORS data so far this school year shows a decrease in the number of incidents occurring in the cafeteria and ar recess.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

By June 2016 there will be a 25% increase in parent involvement as measured by parent attendance and participation at workshops and meetings that place emphasis on how parents will share the responsibility for improved academic achievement

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>The administrative team, faculty members and Parent Coordinator will engage</p>	<p>Parents and Community Members</p>	<p>September 2015 – June 2016</p>	<p>Principal, Parent Coordinator, UFT TC Staff</p>

parents in a series of trainings that focus on RTI strategies that can be used at home to improve achievement in literacy and mathematics			Developer, SAPIS Counselor and Lead Teachers
Data driven workshops will be conducted to familiarize parents with the New York State Common Core Assessments and the NYS Item Analysis Report for their child	Parents and Community Members	September 2015 – June 2016	Principal, Parent Coordinator, UFT TC Staff Developer, SAPIS Counselor and Lead Teachers
The Parent Involvement Policy and Parent Compact will be used to develop and implement strategies to promote parental participation at school functions	Parents and Community Members	September 2015 – June 2016	Principal, Parent Coordinator, UFT TC Staff Developer, SAPIS Counselor and Lead Teachers
The Parent Coordinator will conduct weekly workshops based on the Fall Needs Assessment Survey that was administered to parents	Parents and Community Members	September 2015 – June 2016	Principal, Parent Coordinator, UFT TC Staff Developer, SAPIS Counselor and Lead Teachers

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.											
<ol style="list-style-type: none"> 1. Arabic, French, Haitian-Creole and Spanish speaking translators are needed at parent meetings 2. Student achievement reports from NYS Assessments as well as interim assessments from Performance Series are needed to inform parents of their child’s performance 3. Sample CCLS materials are needed to provide parents with guidance on the common core shifts 4. School Messenger and parent access to the online programs are needed so that parents can get real time data on their child’s performance and progress 											
Part 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		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
<ol style="list-style-type: none"> 1. Attendance rate of Parents including New Immigrants and ELLs as well as Parents of Level 1 & Level 2 students at parent meetings will reflect an increase of 5% by the end of January 2016 2. At least 25% of the parents will have logged into Ticket to Read or Spatial Temporal Math to view their child’s progress

3. At least 50% of the parents will attend the Fall Open House

4. The weekly Parent Coordinator workshops will show an 10% increase in attendance by the end of January 2016

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	D
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>All of teachers are engaged in structured inquiry based work. Every grade level team’s work is designed to address school-wide instructional goals and school-wide instructional needs as evidenced by data in order to build long-term capacity in strategic areas. The intended outcomes are:</p> <ol style="list-style-type: none"> to increase performance for a targeted group of students toward specific short and long-term learning targets expand teachers’ ability to effectively collect and analyze data to identify student needs and determine the effectiveness of instructional strategies and interventions create a system that fosters teacher collaboration around using data to improve student outcomes using DOK to foster critical thinking, evaluation and application as it pertains to problem solving <p>Teachers use informal teacher observations along with several forms of data to craft lesson plans and instructional activities. In reading, teachers use monthly F & P benchmarks to monitor student independent reading levels. In writing, rubrics are used to monitor student development and proficiency. In mathematics, the teachers use unit assessments to monitor student growth. The school also administers Performance Series assessments in reading and math each trimester. The Performance Series assessments provides teachers with diagnostic results and an item analysis report. Teachers are able to use this data to re-teach specific topics as well as to group students for remediation and enrichment.</p> <p>The faculty members continue to show growth towards working with students to implement a learning plan that is responsive to the students' strengths and needs. During the previous school year, the teachers used a "Learning Style Survey" to gather input from students about their preferred learning styles. Additionally, by conferring with students, teachers we were able to obtain specific information about the types topics they would like to learn about and what types of books would they like to read. This school year we plan to provide training to the teachers on how to use the</p>		

information gathered from students to construct a learning plan that addresses the students' strengths and needs. Data from the beginning of the year Performance Series Assessments shows that there is a need for teachers to construct learning plans that provide enrichment opportunities for students scoring above level in mathematics. By placing emphasis on developing teacher practices in crafting instructional plans that are aligned to student performance data, we will be able to show continued growth in this particular area.

The administrative team and faculty members collaborate during Inquiry Team meetings to use professional practices from the Danielson Framework for Teaching to monitor student progress during the lesson. Faculty members use instructional strategies such as, Turn and Talk, Think Write Pair Share and Reflective Journal writing to assess student learning while providing instruction. Our school currently participates in the Teacher Effectiveness Cluster pilot. The administrative team along with teacher leaders have been successful with engaging teachers in reflective conversations regarding instructional strategies that foster student engagement and progress monitoring.

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the achievement of all students in meeting CCLS standards 4.OA and 5.OA (Operations and Algebraic Thinking) will increase by 10% as measured by performance on interim math assessments and monthly rubric based teacher created assessments

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Utilize item analysis data from Performance Series, NYC Baseline Assessment, school wide interim assessments and monthly mathematics performance tasks to successfully target students who are performing lower than the 50th percentile on Level 2 or performing on Level 1</p>	<p>Students performing lower than the 50th percentile on Level 2</p>	<p>September 2015 – June 2016</p>	<p>Principal, UFT TC Staff Developer and Lead Teachers</p>
<p>Provide targeted students with Teacher Directed small group instruction during guided reading (40 minutes three times per week), with emphasis on 4.OA and 5.OA during school as well as</p>	<p>All students</p>	<p>September 2015 – June 2016</p>	<p>Principal, UFT TC Staff Developer and Teachers</p>

during Extended Learning Times			
Provide students with intervention on Spatial Temporal Math (90 minutes per week) and supplemental support on Performance Series and Skoolbo (20 minutes three times per week)	All students	September 2015 – June 2016	Principal, UFT TC Staff Developer and Teachers
Use common planning time to review student work, teacher created assessments and rubric based work. During common planning, Lead Teachers and staff developer will also provide professional development to teachers on effective strategies for teaching mathematics	All Faculty members	September 2015 – June 2016	Principal, UFT TC Staff Developer, Educational Consultants and Lead Teachers

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.											
1. Program students to attend Math Lab two times per week for 90-minutes total											
2. Small group instruction is provided to students 45 minutes per day and regular feedback is provided to teachers based on their practice within this area											
3. Teacher Team meetings once per week for 45-minutes. Educational Consultants for curriculum and staff development											
4. Extended Day Program – Wednesdays & Thursdays for a total of 4 hours per week											
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		P/F Set-aside		21 st Century		C4E
X	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
1. Monthly progress monitoring through Interim assessment data results of students scoring on Level 1 or below the 50 th percentile on Level 2 on 4.OA and 5.OA will reflect a 5% increase in achievement by the end of January 2016

2. The administrative data from short frequent cycles of classroom observation focused on small group instruction and regular feedback will demonstrate in a 50% increase in UDL strategies during small group instruction
3. Weekly progress data from Spatial Temporal Math will reflect a 10% increase in mastery as measured by the semi-annual report at the end of January 2016
4. Data from pre-assessments, interim assessment and post assessment from NYS ELA test prep will reflect an increase in 10% increase in overall achievement by the end of January 2016

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	E
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>At The Parkway School, we believe that all students are uniquely gifted and have the potential to excel academically given the appropriate tools and resources. The basis for our teacher practices and instructional decisions is to equip students with the skills and strategies necessary to become leaders in our ever changing global society. We use parent engagement opportunities such as, parent workshops, the Tuesday parent engagement sessions, SLT meetings and Parent Association meetings as a venue to share our school's goals and priorities. Through feedback from parents and collaboration with faculty members, we are able to receive feedback and support from family and community members.</p> <p>The Workshop Model of instruction is used to place the ownership of learning on the students. Through guided practice and independent/small group activities, students are provided with opportunities to apply the skill, strategy or concept they are being taught. Small group instruction allows for differentiation so that the teacher may plan instructional activities that are academically suitable for each students performance level. In all classrooms, there is a school specific Balanced Literacy Framework and Balanced Math Framework that has been created on the belief that all students are uniquely gifted. The Literacy and Math Frameworks allow for the students to engage in Accountable Talk, Socratic Seminars and debates. The aforementioned discussion techniques provide students with the opportunity to think critically, use text based evidence to substantiate a point of view and establish concrete reasoning to support their procedures and responses.</p> <p>Horizontal and vertical planning with the content area teachers and providers is used to develop curricula that address the needs of all learners which include SWDs, ELLs and the students who fall within the lowest third. Extended Learning Time is offered to SWDs, ELLs and lowest third through after school programs specifically designed to address</p>		

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

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

Part 2 – Annual Goal

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 1b, and be written as SMART– Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 50% teachers will be provided actionable feedback and will improve in competency 3(b) Questioning and Discussion Techniques, as measured by at least one HEDI increase.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Teachers will use the Common Core Learning Standards as guidance for developing Performance Tasks, rigorous lesson plans and curriculum maps that place emphasis on critical thinking and analysis of information</p>	<p>All faculty members</p>	<p>September 2015 – June 2016</p>	<p>Principal, UFT TC Staff Developer, and Lead Teachers</p>
<p>By working collaboratively we will continue to enhance the work of grade level Professional Learning Communities/Teacher Teams by meeting weekly and using the process of reflective practices to examine student work products, executed lesson</p>	<p>All faculty members</p>	<p>September 2015 – June 2016</p>	<p>Principal, UFT TC Staff Developer, and Lead Teachers</p>

plans and data resulting from daily lessons			
We will further develop colleague to colleague learning through inter-visitations which will place emphasis on best practices that produce an increase in student achievement	All faculty members	September 2015 – June 2016	Principal, UFT TC Staff Developer, and Lead Teachers
Teacher goals along with beginning of the year and middle of the year self-assessments will be used as guidance to drive monthly professional development opportunities for teachers with a focus on the Danielson Teacher Evaluation Framework, specifically competencies within Competency 3(b) Questioning and Discussion Techniques of the Danielson Teacher Evaluation Framework	All faculty members	September 2015 – June 2016	Principal, UFT TC Staff Developer, and Lead Teachers

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.											
1. Professional development opportunities from educational consultants											
2. Workshops and coaching from the UFT Teacher Center Staff Developer											
3. Coverage for teacher inter-visitations as well as to attend professional development outside of the school											
4. Extended teacher planning time for PLCs to meet											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	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.
1. MOTP data from Advance will show a 25% increase in performance from Developing to Effective, as measured by the HEDI scale, by the end of January 2016 Advance will be used to gather data from the monthly informal and formal

observations to monitor teacher performance, specifically in Competency 3(b) Questioning and Discussion Techniques from the Teacher Effectiveness Framework.

2. 75% of students will complete at least three units of study by the end of January 2016. Teachers will use the Citywide Instructional Expectations to develop six common core based units of study, three in Literacy and three in Math. The units of study will be completed over the course of six to eight weeks. The first set of Literacy and Math units will begin in September of 2015 and the second set by the end of January 2016.

3. 50% of PLCs will use Protocols for collaborative planning to structure weekly PLC/Teacher Team meetings. The PLCs will focus on coherence in work, curriculum planning and building professional capacity through collective responsibility.

4. 50% of teachers will participate in quarterly inter-visitations. Teachers will be provided with an Inter-visitation Observation Feedback form to record best practices they observed and next steps for implementation in their classroom. Following the inter-visitations, snapshots will be conducted to ensure that teachers have incorporated the strategies into their instructional practices. Each teacher will engage in one inter-visitation by the end of January 2016.

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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> This school year there was an increase in the number of parents attending school celebrations. On average, more than 50 parents attended school celebrations and assemblies The most recent Elementary School Quality Snapshot shows that 89% of the parents feel that the school offers a wide variety of courses, extracurricular activities, and services. The data from ATS reports reflects that amongst the students identified as chronically absent, there is a high population of students whose housing status is designated as “Temporary Housing” or “Doubled up”. Nearly 22% of this population of students were housed at PATH in the Bronx at some point during the 2014 – 2015 school year More than 15% of Parents attend weekly parent workshops at the school’s Parent Involvement Center. Many parents use it as a resource to learn more about the educational system 		

Part 2 – Annual Goal

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 1b, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2016 there will be a 20% decrease in the number of Chronically Absent students as measured by monthly attendance reports

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Improve the communication between the school and parents regarding attendance</p>	<p>Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor</p>
<p>Provide supportive services for long-term absentees, truants, and other at-risk students and their families</p>	<p>Targeted CA students and their Parents</p>	<p>September 2015 – June 2016</p>	<p>Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor</p>
<p>Ensure that all staff members aware of the need to promote good attendance, keep accurate records, monitor attendance</p>	<p>All faculty members</p>	<p>September 2015 – June 2016</p>	<p>Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor</p>

patterns, and maintain sensitivity to individual students' needs			
Provide incentive programs and recognition for good attendance	Targeted CA students	September 2015 – June 2016	Principal, Parent Coordinator, Teachers, SAPIS Counselor and Guidance Counselor

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.											
<ul style="list-style-type: none"> • Arabic, French, Haitian-Creole and Spanish speaking translators are needed at parent meetings • After school counseling for parents and students with the SAPIS Counselor and Guidance Counselor • Professional Development sessions conducted by the Guidance Counselor and SAPIS Counselor for faculty members • Incentive materials/prizes to promote good attendance • Supplemental materials for at risk Chronically Absent students 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant	X	School Success Grant		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.
<ol style="list-style-type: none"> 1. By January 2016, there will be a 10% increase in the number of parents attending school events and workshops. 2. By January 2016, there will be a 5% decrease in the number of students absent more than ten times from September to January. 3. By January 2016, there will be a 10% increase in parent involvement, amongst parents of chronically absent students. 4. By January 2016, the school attendance will reflect an average of 93% or greater.
Part 5b. In February 2016 , 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 at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction Ticket to Read Imagine Learning Extended Learning Day	Small Group Online Online Small Class	During the Day During the Day During the Day After school
Mathematics	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction Spatial Temporal Math Extended Learning Day	Small Group Online Small Class	During the Day During the Day After school
Science	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction	Small Group	During the Day
Social Studies	Students performing at the 50 th percentile of Level 2 or lower	Targeted Instruction	Small Group	During the Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students identified by the teacher or a request made by a parent	Pull-out	One to One	During the Day

Section 7: Title I Program Information

Directions:

- 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.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • The school district and central offices provide high quality professional development for the Administrative Team • Teachers and members of the SBST receive school-based and district based high quality professional development • Para-professionals attend professional development from the UFT Teacher Center Staff Developer and the Division of Students with Disabilities and ELLs • The teachers attend professional development provided by the Department of Education as well as the United Federation of Teachers <ul style="list-style-type: none"> • Professional Development is designed to meet the ongoing needs of the students and the administrative team uses professional development providers such as Teacher Created Materials and Ramapo to conduct workshops on specific topics

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

N/A

The Parkway School services students in grades four and five.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	\$ 96,294.00	X	X
Title I School Improvement 1003(a)	Federal	\$ 16,979.00	X	X
Title I Priority and Focus School Improvement Funds	Federal	\$ 24,497.00	X	X
Title II, Part A	Federal	\$119,827.00	X	X
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	535,463.00	X	X

¹Explanation/Background:

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

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

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

- 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.

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

- **Title I, Part A – 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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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.

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

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school. In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

The Parkway School, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 17	Borough Brooklyn	School Number 167
School Name The Parkway School		

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 Marc-Heralde Mardy	Assistant Principal N/A
Coach Elaine Perkins	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Vicky Walker	School Counselor Felicia Brown
Teacher/Subject Area Barbara Burton/AIS Reading	Parent Stacey Greenidge
Teacher/Subject Area Donovan Jackson/Math	Parent Coordinator Cynthia Tyrell
Related-Service Provider Leonie Bernard	Borough Field Support Center Staff Member Christine Etienne
Superintendent Clarence G. Ellis	Other (Name and Title) Marshell Brown SAPIS Counselor

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	0	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)	57	Total number of ELLs	4	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	0
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	1	1	0	1	0	0	0	0	0	0
Total	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
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

This Section is for Dual Language Programs Only	
Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____

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						1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								0
Haitian						2								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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
Entering (Beginning)						1								0
Emerging (Low Intermediate)						1								0
Transitioning (High Intermediate)														0
Expanding (Advanced)														0
Commanding (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

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						1								0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			2		2				0
8									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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.

Fountas & Pinnell Running Records are used to assess students' independent reading level. The data from the September Fountas & Pinnell is used to provide students with instructional reading materials during Guided Reading. Additionally, the teachers supplement content area instruction by providing students with trade books at their F & P level. Performance Series assessments are used as BOY (Beginning of the Year Assessment). The data from the previous school year shows that Spanish and Haitian-Croele speaking students are performing on average one year and a half year below level on the CCLS based reading assessment. Arabic speaking students are performing two years below level. This data reveals that there is a need to provide Arabic speaking students intensive intervention in phonics and reading comprehension. We have concluded that due to the complexity of transitioning from the Arabic language to English language, Arabic students are in need of additional periods of instruction in Language Arts. Supplemental programs such as Access Code (Foundations in the Learning) will support students in developmental reading and phonics. Currently all Arabic speaking students are receiving instruction with Access Code.

The 2015 end of year Performance Series assesment shows that Spanish speaking students made the greatest growth in ELA, resulting in a +1.4 growth in grade level. Moving from 2.1 to 3.5. Haitian speaking students demonstrated a growth of +0.7 and Arabic speaking students grew by +0.9 in ELA.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

The 2014 NYSESLAT results show that Arabic speaking students made the greatest growth on the overall assessment, reflecting a 37% increase in performance. The overall mean score for all tested on the 2014 assesment is 59.6%. The students continue to perform the highest in the Speaking section, averaging 24.6 which is 0.6% higher than 2013.

The data also shows that Spanish speaking students showed a 33% decline in the writing section. Overall all ELLs scored lower in writing, resulting in a mean score of (7) for 2014. This -5 lower than 2013. This concern will be addressed by using station teaching to provide the targeted students with intervention in writing. Additionally writing journals will be used during independent reading,

so that students may write journal entries after reading independent each morning. Teachers will also receive professional development on writing intervention and strategies to support ELLs.

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

AMAO#1

The school uses AMAO information for establishing instructional goals for ELLs. The AMAO information is also used to determine the professional development needs of the faculty members.

AMAO #2

Interim assessments are used to monitor the progress of ELLs making progress in English. The assessments include the monthly Fountas and Pinnell running records, quarterly Performance Series ELA assessments, monthly rubric based writing assessments and teacher created unit assessments. The 2015 NYS assessments show that ELLs are making gains on the NYS ELA assessment, with a 25% increase in students performing on Level 2.

AMAO #3

In 2015, 50% of ELLs performed on Level 3.

On the 2015 NYS ELA assessment, 33% of ELLs performed on Level 2. This is a +33% gain over 2014.

On the 2015 NYS Mathematics assessment, 25% of ELLs performed on Level 2. This is a +25% gain over 2014.

4. For each program, answer the following:

- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- What is the school learning about ELLs from the periodic assessments? How is the home language used?

The 2015 NYS Assessment data in Mathematics show that ELLs continue to demonstrate an increase in growth when the assessments are administered in their home language. In 2015 (1) Haitian-Creole speaking student and (1) Arabic speaking student were administered the NYS Mathematics Assessment in their home language. Both students scored a higher proficiency rating than ELLs who took the assessment in English. However, the data from the NYS English Language Arts Assessment reveals that ELLs are making gains in proficiency. On average ELLs scored at least 10 proficiency points higher from 2014 to 2015.

The school uses Performance Series Assessments as an interim assessment tool for progress monitoring in mathematics and reading. Performance Series assessments are available to be administered in Spanish as well as English. Data from performance series is used by the teachers to provide intervention and/or enrichment to ELLs. On average ELL students perform higher on the Performance Series Math Assessment vs. the Performance Series ELA assessment. Based on this data, the school continues to work on developing the students' vocabulary and reading comprehension skills. ELLs work on Imagine Learning, a reading based software program, for 30-minutes each day. The program provides students with instruction in the home language, however all work is completed in English. Weekly progress reports are available to the teachers and parents.

Faculty members also use the interim assessment data from Performance Series to differentiate their instructional lessons. Our school believes in small group instruction as a means for intervention. During literacy, the teacher will provide small group teacher directed instruction to ELLs. The teacher directed lesson contains scaffolds to support the development of vocabulary and comprehension.

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](#).]

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

Students also have access to online programs such as MyOn and ST-Math. Spanish speakers are able to read e-books in their native language and answer comprehension questions after each book is read. The program allows students to download books onto their tablet which is provided by the school. Internet connection is not needed to read books and answer the questions on MyOn. The students who are in need of intervention in mathematics are able to use ST-Math. The program also operates in Spanish. In school, students receive 90-minutes of lab instruction in ST-Math weekly. The students are also able to use the program at home.

Monthly assessments are administered to students in reading and writing. Should the assessments reveal that students are not making progress in Tier I and Tier II intervention, students will be recommended for Tier III intervention which may include one or more of the

following: an extra 45-minute period of pull-out ESL instruction twice per week focusing on vocabulary and reading comprehension, eight weeks of at risk SETSS for three periods per week, mandatory tutoring during the Extended Day Academy which meets twice a week for four hours. Many students participate in the ESL Afterschool Academy for two hours per week on Fridays.

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

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

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

N/A

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

The students' progress are also tracked quarterly through periodic assessments on Performance Series. The data from the assessments is used to determine if students are making adequate progress towards meeting the CCLS benchmarks in ELA and Mathematics. The item analysis reports provides the teacher with data to determine which skills need to be revisited and which skills the students' have achieved mastery in.

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.

When a parent registers their child in The Parkway School as a student who is new to New York City Public Schools, the Principal who speaks Haitian-Creole or the ESL Teacher administers a Home Language Identification Survey (HLIS) to the parents in order to determine what language the child speaks at home. Other bilingual personnel such as Para-professional Jean who speaks French and Para-professional Colon who speaks Spanish also assists with the informal interview. There is an itinerant staff member, Ms. Muhammed, who speaks Arabic. An informal interview is conducted with the parent and child to find out more about the child and their knowledge of the English Language. Once the HLIS is collected from the parents and the form states that a language other than English is used as the primary language at home, the child is then eligible for the LAB-R. The LAB-R is administered within the first ten days of enrollment in the school.

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

2. 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).

After the ESL Teacher conducts a one on one oral interview with a newly enrolled ELL, various assessments are used to identify if a student should be flagged as SIFE. The initial assessment is a mathematical inventory which assesses for mathematical computation skills. Spanish speaking students will be administered a grade level exam on ST-Math. The Literacy Evaluation for Newcomer SIFE is administered in Spanish, Arabic or Haitian-Creole, assesses the student independent reading level in their native language. Spanish speaking students will be administered a grade level reading exam on Ticket to Read. The ESL Teacher will also have the student complete a writing assignment to determine their proficiency level in writing. Through interviews with native speakers and the assessment results, the ESL teacher will make a final determination on whether or not the student should be flagged as SIFE.

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).

The Language Proficiency Team which consists of the ESL Teacher, Guidance Counselor, AIS Reading Teacher and SETSS Teacher will meet to review evidence of the student's English language development. Based on the data gathered, the LPT will make a recommendation as to whether or not the NYSITELL assessment should be administered to the student. If the NYSITELL is administered, the ELL identification process for the student will continue as usual. Should the LPT decide not to administer the NYSITELL, the recommendation will be sent to the Principal for review. The student's parent/guardian will be notified of the decision within three days of the decision. After the Principal reviews the decision of the LPT, the Principal's determination will be sent to the Superintendent for his review. Should the Superintendent determine that the student should not take the NYSITELL, the parent/guardian will be notified and the ELL identification process will terminate.

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.

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

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).

The ESL Teacher informs parents of their right to an appeal the decision within 45. The parents must first send a written request for an appeal to the Principal. The LPT will review all documents pertaining to the initial identification process. The team will also review the student's work in English as well as their home language. If the NYSITELL was not administered, the team may decide to administer the NYSITELL. The team will consult with the parent. After the team reviews the results of the school based assessment, a recommendation will be made to the Principal. If the Principal decides to not change ELL status, the parent will be notified in writing. Should the Principal decide to change the ELL status, all the documentation will be forwarded to the Superintendent for approval. Written notice of the Superintendent's decision will be sent to the parent in their native language, within 10 school days. All documentation regarding the appeal will be maintained in the student's cumulative folder.

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.

During the first month of school, the ESL Teacher conducts a parent orientation to provide parents with information about the three instructional programs available for ELLs in the NYS public schools. The program choices that are shared with the parents are Dual language, Transitional bilingual education and Freestanding English as a new language. The teacher uses the Elementary ELL Parent video to show parents what the program choices would look like. The ESL teacher ensures that translators are available to share the information with parents in their native language. The ESL teacher also uses the Tuesday Parent Engagement time to meet with the parents one on one to provide them with additional clarity on the program choices.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

After the ESL Teacher conducts the parent orientation, she provides parents with a Parent Survey and Program Selection Form in the parent's native language. Parents are able to indicate their program choice on the survey. The ESL teacher follows-up with parents via telephone or meets with them in person during dismissal, so that the forms can be returned within five school days. The Parent Coordinator also assists by making follow-up phone calls or meeting the parent in person during arrival or dismissal. If the form is not returned within five school days, the student is placed in the ENL program at the school.

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

The ESL Teacher communicates with the classroom teachers and Pupil Accounting Secretary each morning to find out if the Parent Survey and Program Selection Forms have been returned. She follows-up daily via telephone to remind parents to return the forms. She may also pack back an additional copy for students to take home to their parents.

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

The ESL teacher monitors the return of the Parent Survey and Parent Selection forms by checking the ELPC screen in ATS. When a parent returns the form, the ELPC screen is updated to reflect the parent's first choice. The survey and selection form are kept on file in the student's permanent record.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL-related documents are kept in the student's cumulative folder. Additionally, the school maintains an ELL Folder in the document room. The records maintained on file include; HLIS, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter, Continued Entitlement Letter, Non Entitlement Letter and Language Proficiency Team NYSITELL Dtermination form. All records are maintained at the school for seven years.
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.

Each year when the NYSESLAT is delivered to the school, the Principal ensures that the tests are stored in a secure location. An inventory of the materials is completed on the date of delivery. Prior to administering the assessment, the Testing Coordinator conducts training for the teachers who will be administering the exam. The Test Coordinator provides the teachers with the opportunity to familiarize themselves with the testing procedures and provides with training on how to adminster the assessment. The Testing Coordinator works collaboratively with the ESL Teacher to provide the students who will be taking the assessment with an orientation explaining the components of the assessment and the purpose of the assessment. Parents and the school community are informed of the assessment through the monthly school calendar and school bulletin board.

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

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

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

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

During the 2014 - 2015 school year, there were two new ELL admits to the school and both families selected the ESL program. Based on the data available from the past four years, it appears that 100% of the parents select to enroll their child in the ESL Program here at the school. It appears that most parents want their child fully immersion program whereby the child is engaged in instruction in English for the entire day. The NYSESLAT data from 2014 - 2015 shows that students quickly acquire speaking skills in our ESL program, with the highest median proficiency score reflected in the Speaking section.

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]).
 - a. Freestanding ENL program.

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

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

The ESL teacher also attends the monthly grade conferences where the teachers work collaboratively to create monthly curriculum maps.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
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)?

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

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

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

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

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

ELL students who have received four to six years of service will receive scaffolded instruction. The teachers use UDL principles to create differentiated instructional activities that address the specific needs of these learners. The students also participate in the Afterschool Academy which provides students with supplemental instruction in ELA and Math on Mondays and Thursdays for two hours per day. Very often these students fall within the lowest third in ELA performance. As a result, they will be invited to attend the Developmental Reading Afterschool Program which operates from September - December each year. As an Elementary school that services students in grades 4 and 5, we seldom have students who are long term ELLs. Should a student be identified as a long term ELL, they will be provided with supplemental pull-out instruction in literacy and math. Additionally, the teacher will use progress monitoring and item analysis reports to determine the specific areas of deficiency. The ESL Teacher and Classroom teacher will work collaboratively to design instructional activities that are suited for the specific needs of the student.

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

7. 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.

The re-identification process for ELLs can be initiated by a student's parent or guardian or the student's teacher. The written notice will be given to the Principal for review. The LPT will review all documents related to the initial re-entry identification process. The team will review the student's work in English and the home language. The NYSITELL may be administered to the student if the NYSITELL was not administered when the original determination of ELL status was made. The ESL Teacher will consult the parent/guardian. The LPT, which includes the ESL Teacher, will review the results of the Performance Series Reading Assessment, F & P Running record, oral interview and writing sample. The LPT will make a recommendation for ELL status and present it to the Principal. If the recommendation is to not change the ELL status, no further action will be taken. Should the recommendation be to change the ELL status, a written notice will be sent from the Principal to the parents/guardians. The Superintendent will receive the written notice as well as the supporting documents, i.e. assessments. The Superintendent will review the documents and make a final decision. The Principal will contact the parent in writing, in their preferred language, within ten school days. All notifications and relevant documents will be kept in the student's cumulative record.

Chart 1: What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The ESL Teacher along with all classroom teachers are trained to meet the needs of ELL students with IEPs. Professional development is

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

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?

Teacher Team Meetings on Tuesdays are used to provide classroom teachers and subject area teachers the opportunity to collaborate and create unit plans that addresses the learning needs of all students. Through common planning, all teachers are able to focus on the same theme each month. As a result, ELL-SWD students have consistency with content when they are being served by one of the providers. The push-in/pull-out model is used to provide ELL-SWD services to support their instructional needs. Through flexible scheduling, the providers are able to provide some support to the student within the classroom which leads to greater consistency in learning for the student.

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher 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(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. 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

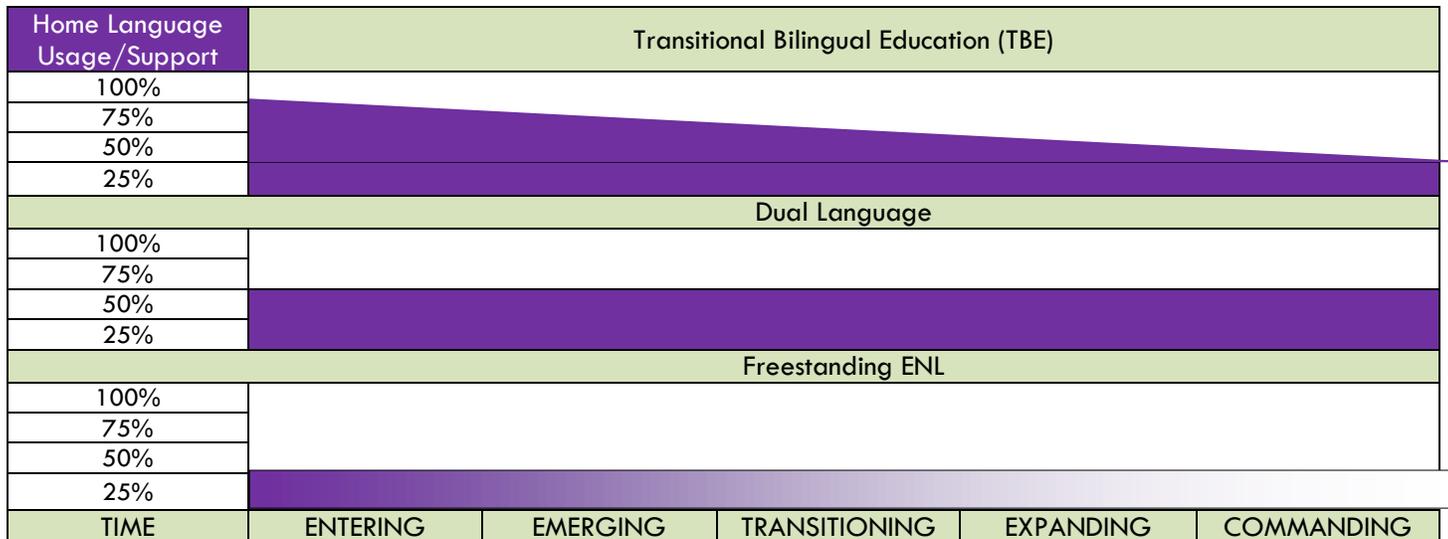


*Note: “other approved services” does not apply to New York City at this time.

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.



A. Programming and Scheduling Information--Continued

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

N/A

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 Parkway School's Professional Development Plan includes the following goal: To use common planning time and Teacher Team meetings to support faculty members with analyzing student data to develop differentiated learning opportunities that addresses the instructional needs of all students, including ELLs and SWD.

The following activities are planned:

 - As a Professional Learning Community, engage in study groups using the book *Understanding Learning Styles; Making a Difference for Diverse Learners* by Kelli Allen, Jeanna Scheve and Vicki Nieter to analyze research based strategies that may be used to construct instructional lessons that provide multiple entry points and addresses the learning needs of ELLs and SWDs
 - Conduct monthly inter-visitations cycles, where each teacher will have the opportunity to participate in a learning visit three times for the school year
 - Use Model Lessons conducted by the UFT Teacher Center Staff Developer to train faculty members on how to execute lessons where differentiated strategies are used to provide multiple entry points for ELLs and SWDs
 - Collaborate with partner schools to conduct intra-visitations to classrooms that serve ELLs and SWDs
 - Participate in learning opportunities conducted by Brooklyn South that place emphasis on lesson planning, unit planning, creating enrichment activities and structuring lessons to provide multiple entry points for ELLs and SWDs
 - Attend professional development conducted by CSD 17 Field Liaison regarding research based differentiated learning activities and lesson planning
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 is offered to all faculty members to strengthen their instructional practices in teaching ELL students. Our goal is to use the Common Core Learning Standards as the foundation to develop instructional strategies that will enable ELL students to perform on grade level within the first two years in the program. All faculty members, including the ESL teacher, will participate in the following professional development opportunities:

 - Using Manipulatives to Make Abstract Concepts Concrete (1 Hour)
 - Strategies for Intellectual Engagement (1 Hour)
 - Using Data to Plan Instructional Activities (1 Hour)
 - Close Reading Strategies to Support all Learners (1 Hour)
 - Close Reading in the Content Area (1 Hour)
 - Engaging Students in Writing Using Online Programs – Cite Lighter (2 Hours)
 - Using Accountable Talk to Promote Content Area Vocabulary Development
 - Utilizing Diagnostic Data and Observational Data to Plan Instructional Activities for Subgroups (1 Hour)
 - Using Art to Promote Vocabulary Development (1 Hour)
 - Inquiry Based Instruction in the Content Areas (1 Hour)
 - Increasing Student Engagement through Preferred Learning Styles (1 Hour)
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The Guidance Counselors and ESL Teacher work collaboratively to prepare students for their transition to middle school. This begins with the Senior parent Meeting which is held in October of the student's senior year. At the meeting there are translators available to speak to parents in their native language. The parents receive information about the middle school application process. They are given contact information for the ESL Teacher and Guidance Counselors so that they may meet with them individual to learn about the middle school selection process. Additionally, the ESL Teacher works with the students to find out their special interests and goals, so that she may guide in the selection of a middle school that meets their needs.
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.

The Parkway School's Annual Professional Development, allots one hour per week on Mondays for professional development as well as 45-minutes on Tuesdays for Teacher Team Meetings. These professional development opportunities are in addition to monthly learning opportunities offered by the Brooklyn South and monthly professional development opportunities offered by the District 17 Field Liaison.

All sign-in sheets and agendas are kept on file for seven years.

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?

The ESL Teacher uses to the Tuesday Parent Engagement Time to communicate with parents of ELLs. Since the parents of the ELL students usually pick them up daily, the ESL Teacher is able to meet with them at the Tuesday Table Top meeting to discuss the ESL program as well as their child's progress. Each month the teacher completes a Monthly Progress Report that includes information about interim assessments, classwork and progress. The Monthly Progress reports are shared with parents. The school has staff available who are able to speak French, Haitian-Creole, Spanish and an itinerant staff member who speaks Arabic. Translators are available during the Tuesday Parent Engagement time.

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 to question here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. There are many parent involvement opportunities available at the school for parents of ELL students. The Parent Coordinator conducts monthly Parent Institutes. Currently we have two institutes that are headed by parents of a current ELL student and a former ELL student. There is a weekly Parent Jewelry Making class, where parents learn how to design and make necklaces and bracelets. The parent who runs the program speaks Spanish and one participant speaks French. We also have another Parent Institute which meets twice a month, Cake Decorating and Catering. The Parent Coordinator along with a parent leader teaches the participants how to make cakes, pasteries and baked goods. They also provide the parents with resources regarding starting a homebased catering business. The participants in these two programs include parents of ELL students and former ELL students.

The administrative team also works with the NYC Mayor's Office to provide workshops for parents. Each year, we work with the Mayor's Office to conduct Citizenship and Immigration workshops. The Mayor's office provides translators for all meetings. The Mayor's office also conducted a workshop on obtaining a NYC ID and free places to visit with the ID.

The Parent Association and PAC also conducts parent involvement activities. There is a Bi-lingual Parent Representative on PAC who ensures that parents receives communication about the events in their native language. Each year PAC organizes at least two a family day trips. This year PAC has planned a NYC sight seeing tour around Manhattan and a trip to Ellis Island which includes a tour.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The Parkway School in partnership with the Office of Adult Education offers ESL and GED classes on site for all parents. The classes meet in the evenings on Tuesday, Wednesday and Thursday. Currently, there are at least four family members of ELLs and former ELLs who attend the ESL classes on regular basis.

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

The ESL teacher communicates with parents during the Tuesday Parent Engagement Sessions . During that time she confers with the parents about what types of information they may need.

Additionally, the Parent Coordinator uses a Parent Interest Survey to determine what types of information and resources parents are interested in. Very often, the Parent Coordinator has been very resourceful in supporting families who need to apply for medical coverage, housing assistance and/or job hunting assistance. The Parent Coordinator collaborates with the Lab Teacher to provide workshops on resume writing. The Lab Teacher assists the parents in completing a resume and each parent leaves with 10 copies of their resume. This resume writing workshop is complete in two sessions.

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

As a multi-cultural school, the administrative team works collaboratively with the Parent Coordinator, PAC, PA and the faculty members to create parent involvement activities that address the needs of the parents. The activities are created based on parent surveys, feedback from teachers and and feedback from PA/PAC.

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:

Part VI: LAP Assurances

School Name: The Parkway School

School DBN: 17K167

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)
Marc H. Mardy	Principal		7/24/15
N/A	Assistant Principal		7/24/15
Cynthia Tyrell	Parent Coordinator		7/24/15
Rose Julien	ENL/Bilingual Teacher		7/24/15
Stacey Greenidge	Parent		7/24/15
Barbara Burton	Teacher/Subject Area		7/24/15
Vicky Walker	Teacher/Subject Area		7/24/15
Elaine Perkins	Coach		7/24/15
	Coach		7/24/15
Rosanna Gowell	School Counselor		7/24/15
Clarence G. Ellis	Superintendent		7/24/15
Christine Etienne	Borough Field Support Center Staff Member <u>ELL CPS</u>		7/24/15
Marshell Brown	Other <u>SAPIS Counselor</u>		7/24/15
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **17K167**

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

Superintendent: **Clarence Ellis**

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.learnedoe.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.

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

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

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

Spanish
Haitian-Creole

Part B: Creating a Communications Calendar

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.)

Monthly Student Calendar
Monthly Correspondence from the Principal
Testing Calendar
Flyers for PA Meetings
Flyers for Annual Title 1 Meeting
Parent Handbook
Announcements for Assemblies
Correspondence about Graduation Activities
Correspondence about Middle School Articulation
Correspondence about Middle School Open House Dates
School Rules
School Grading Policy
Promotion in Doubt Letters
Letters for Summer School

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 Open House September 17, 2015
Student Performance (Assembly) November 2, 2015
Parent Teacher Conferences November 5, 2015
Student Performance (Assembly) November 25, 2015
Student Performance (Assembly) December 15, 2015
Student Performance (Assembly) February 12, 2016
Parent Teacher Conferences March 3, 2016
Parent Open House May 12, 2016
Student Talent Show June 15, 2016
Graduation June 21, 2016

Part C: Providing Language Assistance Services

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.

When letters are sent home, translated versions are obtained from the Department of Education website. Parent notices from the Principal or faculty members are translated by staff members who are on site. The letters are translated into Haitian-Creole and Spanish. Translation services are available at school functions which include assemblies, parent teacher conferences, parent workshops and during the parent engagement time on Tuesdays. Translation services for Haitian-Creole speaking parents and Spanish speaking parents are available at Parent Association Meetings and PAC Meetings.

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.

Translation services will be provided on-site through school based staff members who speak Haitian-Creole and Spanish. Should a parent request translation of a language other than Haitian-Creole or Spanish, over the phone translation services will be used through the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

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.)

The faculty and staff members will receive emails regarding the services available through the Department of Education's Translation and Interpretation Unit. The faculty members will be provided with the telephone number to call for over the phone oral translation services, (718) 752-7373.

Part E: Providing Notice of Language Assistance Services

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

After reviewing the Home Language Surveys, conducting parent interviews and receiving feedback from parents and students, it was decided that there is a need to set aside funds for Translation Services. The funds will be used primarily to translate documents such as the Parent Handbook, Student Roles and Responsibilities as well as flyers and notices as needed. We have also secured funds to ensure that bilingual staff members are available to attend Parent Association meetings and Parent Workshops so that they can translate for parents and family members.

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)

Quarterly parent surveys will be used to get feedback from parents on the the quality and availability of translation services available at the school. Additionally, the Parent Coordinator will use parent workshops to obtain informal verbal feedback from parents about the school's translation services.