

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

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

**School Name:**                       **FRANCES PERKINS ACADEMY**

**Principal:**                           **KEVIN BRYANT**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Frances Perkins Academy School Number (DBN): 14K632  
Grades Served: 9 - 12  
School Address: 50 Bedford Avenue  
Phone Number: (718) 388 - 7721 Fax: (718) 388 - 7793  
School Contact Person: Natasha Santos Email Address: nsantos9@schools.nyc.gov  
Principal: Kevin Bryant  
UFT Chapter Leader: Leonel Toromoreno  
Parents' Association President: Malena Alvarez  
SLT Chairperson: Natatie Menuau  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Heidi Cox  
Student Representative(s): Unique Short  
Kiara Richmond

**District Information**

District: 14 Superintendent: Karen Watts  
Superintendent's Office Address: 1396 Broadway, Room 110  
Superintendent's Email Address: [KWatts@schools.nyc.gov](mailto:KWatts@schools.nyc.gov)  
Phone Number: (718) 455 - 4635 Fax: (718) 455 4684

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director's Office Address: 131 Livingston Street  
Director's Email Address: [bfitzge@schools.nyc.gov](mailto:bfitzge@schools.nyc.gov)  
Phone Number: (718) 935-3954 Fax: (718) 935-2382

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kevin Bryant	*Principal or Designee	
Leonel Toromoreno	*UFT Chapter Leader or Designee	
Malena Alvarez	*PA/PTA President or Designated Co-President	
Natasha Santos	DC 37 Representative (staff), if applicable	
Heidi Cox	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Kiara Richmond	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Unique Short	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Janet Chamorro	Member/Parent	
Carla Fraser	Member/ Parent	
Natalie Menuau	Member/ Teacher	
Kaydiana O'Mealley	Member/ Teacher	
Lucila Ortiz	Member/ Parent	
	Member/	

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

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

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

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

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

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

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



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

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

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

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

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

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

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Frances Perkins Academy located in Greenpoint-Williamsburg Brooklyn, offers a rich liberal arts curriculum motivated by the visual arts. With a low teacher to student ratio, students receive personalized guidance and support. Our visual arts focus is interwoven into our strong academic program, which prepares students for a wide range of careers. All students are given the sequence of courses needed for the Advanced Regents Diploma and can earn college credits through College Now and Advanced Placement courses. FPA deepens learning by building grit, responsibility, creativity and leadership skills in all of our students through our skilled educators. Lastly, students participate in internship opportunities during their senior year in a number of fields through collaboration with artistic and academic partnerships.

The mission of Frances Perkins Academy is to provide students with the skills and exploratory experiences that enable them to reach their full potential as independent thinkers in their relentless quest to be college and career ready.

As we continue to increase our enrollment and provide opportunities for students we have developed three academies.

1. The Academy of Art and Media where we have partnered with The Ghetto Film School where students participate in cinematography courses creating 5–7 minute films. Students also partake in visual art courses such as oil painting and clay modeling.
2. The Academy of Software Engineering where we have partnered with National Academy Foundation (NAF) to provide course work that prepares students for careers in technology centered fields.
3. The Academy of College Prep is an academic focused pathway for students who find multiple interests and want to experience course multiple genres of course work including College Now and Advance Placement courses.

Incorporation of specific and intentional instructional strategies such as structures for argumentative writing has made the most growth this year as students experienced meaningful Common Core aligned performance tasks that made connections to real world experiences and audiences. Students participated in more structured reading, writing, reading and listening opportunities in all academic classes enhancing the skills to participate in meaningful intellectual discourse. This has FPA led to increased student achievement aligned to an increase in credit accumulation, an increase in Regents passing and an increase in graduation. School leadership has also played a key role in engaging teachers in professional development to support the growth of pedagogical techniques.

Frances Perkins Academy continues to grow in the area of rigorous instruction, collaborative teaching and strong families. Currently, Frances Perkins Academy has begun to offer Advanced Placement courses for all students while in planning stages of vertically and horizontally aligning academic skills across content areas. Through strategic time scheduled throughout the day teachers have more time to collaborate with each other as grade and content teams which was not evident in previous years. As a small school, family engagement plays a key role in our success. We are working hard with the addition of a new parent coordinator to increase strong family ties and parental involvement.

## 14K632 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	144	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	12
Types and Number of Special Classes (2014-15)					
# Visual Arts	3	# Music	N/A	# Drama	N/A
# Foreign Language	3	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.1%	% Attendance Rate			82.6%
% Free Lunch	82.8%	% Reduced Lunch			5.1%
% Limited English Proficient	8.3%	% Students with Disabilities			31.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American			65.0%
% Hispanic or Latino	30.6%	% Asian or Native Hawaiian/Pacific Islander			0.6%
% White	1.9%	% Multi-Racial			0.6%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	1.3	# 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)			6.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			5.25
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	59.1%	Mathematics Performance at levels 3 & 4			50.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.0%	% of 2nd year students who earned 10+ credits			69.2%
% of 3rd year students who earned 10+ credits	58.7%	4 Year Graduation Rate			52.9%
6 Year Graduation Rate	74.5%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 Science (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				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
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	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (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				

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

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Frances Perkins Academy received a developing on the 2013-2014 Quality Review indicator

- 1) 1.2 Coherent pedagogy providing opportunity for differentiated learners to produce meaningful work products and
- 2) 2.2 Using data and assessment to adjust instructional decisions at the team and classroom levels.

Regents results demonstrate students have the ability to pass but have yet to consistently meet the criteria for college readiness scores in English and Math.

#### Strengths

- Students using FPA writing format of CEAL (Claim, Evidence, Analysis, Link) in all classrooms to support argumentative writing.
- Students using the close reading strategy of annotation consistently in most classrooms.
- Students complete end of unit performance tasks in major content areas
- Teachers have developed a set of beliefs on how students learn best

#### Areas of growth

- Differentiating learning opportunities for students based on data.
- Development of independent reading strategies to support students in engaging in more complex text.
- Create opportunity for data debrief meetings with individuals and content areas.

### Part 2 – Annual Goal

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

From Sept 2015 – May 2016, in an effort to ensure our students experience rigorous instruction, interim assessments will be conducted four times during the course of the year with embedded reengagement weeks using data to make timely and intentional and effective changes to the curriculum ensuring student academic success. Attainment of this goal will be measured by obtaining a rating of proficient during PPO or Quality review in curriculum or assessments.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Professional development on content standards through consultant, lead teacher and administration.</p> <ul style="list-style-type: none"> <li>• What does rigorous instruction look like for all FPA students?</li> <li>• How do we make intellectually engaging lessons that move students beyond compliance?</li> <li>• How do students use grit to move beyond the fear of failure?]</li> <li>• What are the core pieces of an interim assessment?</li> </ul>	<p>Teachers of FPA</p>	<p>September 2015</p>	<p>Administration</p>
<p>Support in developing or selecting and creating interim assessments that align to content and literacy standards while making data informed adjustments to support all students.</p> <ul style="list-style-type: none"> <li>• What is the scope and sequence for all content areas?</li> <li>• What are the key standards for students to master on a daily and weekly basis?</li> <li>• How do we use informal and formal data effectively to move towards “excellence”?</li> </ul>	<p>Teachers of FPA</p>	<p>September 2015</p>	<p>Administration, Lead Teacher, Consultant</p>
<p>Provide multiple opportunities for students to demonstrate mastery of standards through in class</p>	<p>Students with disabilities, students above the standards</p>	<p>November 2015</p>	<p>Administration, Lead Teacher, Consultant, Content Leaders</p>

<p>assessments, interim assessments and performance tasks.</p> <ul style="list-style-type: none"> <li>• How do students demonstrate mastery through multiple opportunities?</li> <li>• How do we improve the standard based assessments based on learning experience of first round data?</li> </ul>			
<p>Students are provided the opportunity to articulate their strengths and areas of growth while engaging in the process of looking at their work and data.</p> <ul style="list-style-type: none"> <li>• What inquiry process do teachers and students engage in to have honest dialogue about growth? 4 A's Protocol, FPA Inquiry Process</li> <li>• How do action plans for improvement look for staff and students?</li> <li>• What ownership do students have in the portfolio and assessment process?</li> </ul>	Teachers, Students	January 2015	All teachers, students outside resources

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

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Consultant and lead teacher will be used to support in the search for materials and support for instructional staff.											
Administration will support but also enforce accountability check-in for all teachers.											
Content team meetings will be created to create opportunities for content specific teachers to engage in dialogue.											
Interim assessment schedule will be created before the beginning of the year, committing 100% to the established dates.											
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By end of the first semester (January 2016) students should have completed at least two common core aligned performance tasks with reflective conversations amongst their content teachers.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.



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

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

### **Part 1 – Needs Assessment**

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

The principal uses strategic scheduling to ensure that all teachers are able to meet weekly for grade level common planning and vertical teacher team meetings that address instructional expectations. These meetings lead to the immersion of staff in collaborative reviews of student work and data as they share best practices and strategies to enhance staff and student learning. Meetings include teacher leaders from each grade, as well as the principal who participates in the math team’s meetings. A guidance counselor and dean provide input for team meetings, using course pass, credit accumulation, behavior and attendance data to help inform discussions of the performance of students, especially struggling students. As a result, teachers benefit from the sharing of strategies to improve their instruction so that all students can be pushed to work to their full potential.

#### Strengths

- 93% of students state that teachers help them reflect on their strengths and area of improvement.
- 79% of students feel there is a person that helps students resolve conflicts.
- Due to the size of the school, at least 80% of students feel safe and individually supported by at least one teacher.

#### Areas of growth

- 30% of instructional staff feel unsupported with content assistance in their subject area.
- Less than 75% of students feel intellectually safe to take risks.
- High need groups of students do not all take ownership of the learning process.

### **Part 2 – Annual Goal**

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

From Sept 2015 – May 2016, in an effort to ensure a supportive environment Frances Perkins Academy will develop an incentivized system to establish, promote and monitor school culture through FPA core values (Grit, Respect, Excellence, Attitude, Togetherness). Attainment of this goal will be measured by 3% increase in student attendance.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Use funding to plan out year-long activities for participate in through the use of FPA bucks.</p> <ul style="list-style-type: none"> <li>• How many activities?</li> <li>• What acts contribute to a specific core value?</li> </ul>	<p>N/A</p>	<p>August 2015</p>	<p>Administration, School Secretary, Student government</p>
<p>Develop a monthly system for teachers obtain and distribute FPA bucks.</p> <ul style="list-style-type: none"> <li>• How are FPA bucks distributed effectively that reward students for exhibiting school core values?</li> </ul>	<p>N/A</p>	<p>August 2015</p>	<p>Administration, School Secretary, Student government, Parent Coordinator</p>
<p>Increase visibility of core values and FPA bucks system.</p> <ul style="list-style-type: none"> <li>• Create classroom posters that highlight core values and necessary acts to obtain bucks.</li> <li>• Develop a consequence system that includes detention alongside withdrawal of funds from student accounts.</li> </ul>	<p>All students,</p>	<p>September 2015</p>	<p>Students, Student Government, Guidance Counselor, Dean</p>
<p>Celebrate success through quarterly celebration events that are led by students or student government.</p> <ul style="list-style-type: none"> <li>• How do these events align to increased parent engagement and community partnerships? Attendance will be taken at each event along with the amount of announcements provided to families. Attendance to events will be compared to events held during the previous year.</li> </ul>	<p>All students</p>	<p>Ongoing</p>	<p>School community including parents and community partners</p>

**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.

To make this goal a reality FPA will use funds and resources generated by the Parent Association, Student Government, and Title I funds.

- Homeroom and town hall meetings will be incorporated into our daily schedule to support students with some aspects social emotional support.

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

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

**Part 5 – Progress Monitoring**

**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.

By February 2016,

- A decrease in student suspensions (Principal/ Superintendent) by 15%
- Increase in student participation for school events (before, during and after) by 30%
- Select students take ownership in the management of the FPA bank

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

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

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Through lesson planning sessions, reviews of videos, e-mails, one-to-one conversations with the principal, teacher leads and coaches, all teachers receive feed back that details next steps for improving their instructional practice.

Mentors provide additional personalized feedback to the many new teachers and teachers reported that the principal conducts observations regularly and routinely meets with teachers to examine student work and specify aspects of instruction that must be improved. As part of his observation of teacher practice, the principal also collects lesson and unit plans which are returned to teachers with verbal and written feedback detailing next steps.

Also, using color-coded data analysis spreadsheets, in conjunction with data from the Advance teacher evaluation portal, the principal tracks the progress of teachers, providing additional differentiated feedback to improve their practice. These strategies promote a culture of learning with multiple avenues for feedback that support teachers’ growth.

#### Strengths

- ICT teachers dedicate time to plan with co-teachers.
- Lead teacher participates in planning sessions with 80% of the staff.
- Staff is at the beginning stages of the inquiry process, collaborating on strategies to support learning styles of students.

#### Areas of Growth

- Lack of scheduled time during the school day.
- Action plans based on interim assessment results not executed effectively in all classes.
- Lack of trust amongst some staff members to be critical friends.
- Small number of members in a number of departments.

### Part 2 – Annual Goal

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

From Sept 2015 – May 2016, all teacher will engage in five classroom inter-visitations to observe and share best practices to improve instructional practices. Teachers will submit feedback to a colleague while working to implement at least one strategy learned during the walkthrough. Attainment of this goal will be monitored by monthly inter-visitation meeting that outline feedback, goals and explicit next steps.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Development of inter-visitation tools</p> <ul style="list-style-type: none"> <li>• What instructional strategies are you looking for when visiting a colleague’s classroom? Our instructional strategies align to our instructional philosophy of 1E + 3B + 3D = 3C</li> <li>• How do you provide feedback without judgement? Through the use of informal conversations and consultancies during professional developments where teachers learn how to use non judgmental language.</li> </ul>	<p>N/A</p>	<p>August 2015</p>	<p>Administration</p>
<p>Development of inter-visitation schedule</p> <ul style="list-style-type: none"> <li>• Where will teachers learn the most? Through formal and informal observations teachers will be paired based on Danielson outcomes.</li> <li>• Is FPA the best place to learn? Teachers that need extra support or can no longer grow at FPA professionally will be aligned with other high school within and outside of the neighborhood for professional development opportunities.</li> </ul>	<p>All instructional staff</p>	<p>September 2015</p>	<p>Administration</p>
<p>Measurement of growth</p> <ul style="list-style-type: none"> <li>• What is the impact and how do we know? Teachers will display growth in our key four components by improving one complete rating.</li> </ul>	<p>All instructional staff</p>	<p>January 2016</p>	<p>Administration, lead teacher, teaching staff</p>

<ul style="list-style-type: none"> <li>What are our measurement tools? Our measurement tools include intervisitation, consultant support and overall growth of instructional practices based on feedback presented in quality review. Parents provide positive feedback through parent survey regarding questions about challenging students.</li> </ul>			
<p>Focused inter-visitation lens</p> <p>Do we see elements that we consider the FPA way in all classrooms? If yes, we are moving in the correct direction, if not re-evaluate plan.</p>	All instructional staff	January 2016	Administration, lead teacher, teaching staff

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> <li>Valued input of instructional staff to support the development and growth of their colleagues.</li> <li>Consultants will be incorporated to support learning walks during the year.</li> <li>Schedules will be created to enhance the learning experiences of staff members to see instructional practices that align to their individual area of growth</li> </ul>											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, a minimum of 4 inter-visitation feedback sessions amongst all teachers with clear critical friend feedback highlighting strengths and areas of growth. Teachers highlight effective and engaging strategies learned during inter-visitations and begin to incorporate into their own daily practices or provide professional development to the school community.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

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

The principal utilizes the Danielson Framework for Teaching to build a shared understanding of instruction, with cycles of feedback that support teachers in strengthening their pedagogical practices and content knowledge.

Teachers reported that the principal conducts observations regularly and routinely meets with teachers to examine student work and specify aspects of instruction that must be improved. As part of his observation of teacher practice, the principal also collects lesson and unit plans which are returned to teachers with verbal and written feedback detailing next steps.

Parents reported that they regularly engage in school-level goal setting with the principal, through monthly Parent Teacher Association and School Leadership Team meetings, while school staff and student government representatives stated that they meet with the principal at designated times to provide their input.

#### Strengths

- School leader facilitates professional development by purposeful modeling of instructional expectations (specifically in relation to school wide goals)
- School leader spends 1/3 of the day in classrooms providing instructional support to all staff to drive student achievement.
- School leader consistently models productive and purposeful conversations with students for academic or personal growth.
- School leader consistently bring in outside sources to support the growth of educators.

#### Areas of growth

- Holding staff more accountable for norms developed around school culture.
- Developing systems to support students that need but don’t have access social emotional support outside of guidance counselor.
- Building more capacity of leadership roles outside of administration.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the

identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

From Sept 2015 – May 2016, in an effort to ensure effective school leadership Frances Perkins Academy will distribute weekly periodicals to to support increasing developing teachers overall rating from developing to effective and two teacher rated effective to highly effective. Attainment of this goal will be monitored advance system performance tracker.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Create definition of ambitious intellectual activity and classroom look fors.	Staff and students	September 2015	Cabinet with key instructional staff
Collect resources and periodicals that highlight effective strategies to implement on daily and weekly basis through intellectual discourse and student activities. Allow instructional staff to provide input to newsletters and professional development opportunities.	Staff and students	Ongoing	Administration, Lead Teacher, instructional staff
Create maintenance log for administrative accountability with monthly checkins for staff.	Pedagogical staff	September 2015	Administration
Compare interim assessment and regents results to years prior to determine progress.	All students	January 2016, June 2016	Administration, Lead Teacher, instructional staff

**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.

- Homeroom and town hall meetings will be incorporated into our daily schedule to support students with some aspects social emotional support.
- Interim assessment schedule will be created before the beginning of the year, committing 100% to the established dates.

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

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

By February 2016, we expect to see 90% of teachers rated effective at least 3 times in our focus components of 1E, 3B, 3C, or 3D highlighting strategies used during observations from newsletters.

**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.

### Part 1 – Needs Assessment

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

Parent Association meeting had 0 parents at 5 of 7 meetings.

41% of parents completed school survey.

Over 90% of parents are satisfied with education their child is receiving at Frances Perkins Academy.

70% or more agree that the principal is committed and promotes family and community involvement in the school.

#### Strengths

- Parents attend events that celebrate progress of their child such as awards ceremonies.
- Parents attend IEP conferences regularly
- Parents attend conferences to support academic and behavioral concerns.

#### Areas of Growth

- Parent/ Guardian turnout at Parent Association and School Leadership teams are minimal.
- Partnerships with community organizations have room for improvement
- Middle school feeder pattern is sporadic with students attending Frances Perkins Academy from schools located across Brooklyn

### Part 2 – Annual Goal

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

From Sept 2015 – May 2016, in an effort to increase strong family and community ties Frances Perkins Academy will conduct a minimum of six parent/ community engagement activities that 10 or more parents attend. Attainment of this goal will be measured by a count of all archived documentation of all community service events that will be updated monthly.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Ensure systems for communication for parents and communities are clear and accessible.</p> <ul style="list-style-type: none"> <li>• Communication in a format and language that parents and community partners can understand.</li> <li>• A clear system is developed for communication to and from school.</li> </ul>	<p>Parents, Students</p>	<p>September 2015</p>	<p>Parent Corrdinator, Prinicipal, Guidance Counselor</p>
<p>Create a Parent University to arm parents with necessary tools to support their child.</p> <ul style="list-style-type: none"> <li>• Determine workshops necessary</li> <li>• Contact community partners to</li> <li>• Create calendar of events inviting community partners to facilitate workshops</li> </ul>	<p>Parents, Community partners</p>	<p>November 2015</p>	<p>Parent Coordinator</p>
<p>Monitor outcomes of all events and workshops</p> <p>Adjust where necessary to continue on the path of increase parental involvement.</p>	<p>SLT, Parent Association</p>	<p>February 2016</p>	<p>Parent Coordinator, Principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <ul style="list-style-type: none"> <li>• A well organized and functioning Parent Association will be crucial in the success of this goal</li> <li>• Community partners will need to commit in writing and verbally in support of Frances Perkin Academy</li> </ul>
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- Creation of calendar of events that align to the goal of six events to provide time for promotion and exposure.

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

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

**Part 5 – Progress Monitoring**

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

By January 2016, a minimum of three events will be conducted with minimum of ten parents/ guardians.rtipants.

**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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students are chosen for AIS programs through four options: <ol style="list-style-type: none"> <li>1. Progress reports and report cards</li> <li>2. Teacher recommendations</li> <li>3. Student opt-in</li> <li>4. Students who did not pass Regents during scheduled time.</li> </ol>	ELA teachers use Independent and guided reading, annotation to cite evidence, Socratic Seminars and technology as a catalyst to improve reading comprehension and writing skills. English teachers focus on how they can get students to read, write, listen and speak.	Small group instruction, pull out, push in, zero period tutoring, after school tutoring	pull out, push in, zero period tutoring, after school tutoring
<b>Mathematics</b>	Students are chosen for AIS programs through four options: <ol style="list-style-type: none"> <li>1. Progress reports and report cards</li> <li>2. Teacher recommendations</li> <li>3. Student opt-in</li> <li>4. Students who did not pass Regents during scheduled time.</li> </ol>	Math teachers engage students by incorporating group projects and real life skills in order to increase knowledge of concepts. As regents and PARCC exam approach, teachers focus on strategies to decrease test anxiety. Math teachers also use expos where students demonstrate learning through a variety performance tasks. Math teachers focus on how they can get students to	Small group instruction, pull out, push in, zero period tutoring, after school tutoring	pull out, push in, zero period tutoring, after school tutoring

		read, write, listen and speak.		
<b>Science</b>	<p>Students are chosen for AIS programs through four options:</p> <ol style="list-style-type: none"> <li>1. Progress reports and report cards</li> <li>2. Teacher recommendations</li> <li>3. Student opt-in</li> <li>4. Students who did not pass Regents during scheduled time.</li> </ol>	<p>Science teachers facilitate in-class labs and use technology to provide students with opportunities to conduct experiments literally and virtually. Students use skills in literacy and observation. Science teachers focus on how they can get students to read, write, listen and speak.</p>	<p>Small group instruction, pull out, push in, zero period tutoring, after school tutoring</p>	<p>pull out, push in, zero period tutoring, after school tutoring</p>
<b>Social Studies</b>	<p>Students are chosen for AIS programs through four options:</p> <ol style="list-style-type: none"> <li>1. Progress reports and report cards</li> <li>2. Teacher recommendations</li> <li>3. Student opt-in</li> <li>4. Students who did not pass Regents during scheduled time.</li> </ol>	<p>Social Studies teachers use current events to connect history with the present. They use the small group instruction during the school day and access various websites to engage students. Students use skills in literacy and thinking in order to form and present opinions . Social Studies focus on how to get students to read, write listen and speak.</p>	<p>Small group instruction, pull out, push in, zero period tutoring, after school tutoring</p>	<p>pull out, push in, zero period tutoring, after school tutoring</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Academic and behavior referrals, OOR's data, teacher referral, housing status, disability classification</p> <p>Students can be referred through our referral process through Jupiter Grades or Team Meetings.</p>	<p>The Guidance Counselors provide services aligned with student needs. Some of the topics include: future focus (planning for transition after high school), improving study habits, and building positive relationships (with friends, family, etc.)</p>	<p>Individual and small group settings</p>	<p>As needed basis</p>



## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

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

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
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- Staff participates in ASCD trainings with educators from across the world.
- Staff works with two common core instructional leads.
- Network provides summer opportunities for staff to be trained in CCLS
- FPA is a PARCC assessment field testing site where we take part in CCLS practice exams.
- Teacher participate in data driven instructional alignment to CCLS standards
- 

Teachers have the opportunity to attend professional development and inter-visitations at network schools. As a school we also hold in house professional development through a number of vendors and outside contractors. Teachers receive differentiated professional development from the instructional coach. Common planning time and professional learning communities are part of the master schedule.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

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

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

N/A

**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.

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

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	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	116,356.00	X	11, 14, 16, 18, 20
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,415,356.00	X	11, 14, 16, 18, 20

#### <sup>1</sup>Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

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

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

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

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

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

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

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

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

### **School-Parent Compact (SPC)**

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

### **III. Student Responsibilities:**

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



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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>632</b>
School Name <b>type here</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Kevin Bryant</b>	Assistant Principal <b>N/A</b>
Coach <b>Melissa Gurney</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Leonel Toromoreno</b>	School Counselor <b>Deantonio Mitchell</b>
Teacher/Subject Area <b>Rae Owens/ Special Education</b>	Parent <b>Malena Alvarez</b>
Teacher/Subject Area <b>N/A</b>	Parent Coordinator <b>Natasha Santos</b>
Related-Service Provider <b>N/A</b>	Borough Field Support Center Staff Member <b>N/A</b>
Superintendent <b>Karen Watts</b>	Other (Name and Title) <b>N/A</b>

### C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>108</b>	Total number of ELLs	<b>6</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	6	<b>Newcomers</b> (ELLs receiving service 0-3 years)	1	<b>ELL Students with Disabilities</b>	5
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>				6	0	5				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**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
<b>TOTAL</b>	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
<b>TOTAL</b>	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: _____
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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	1	1	2	0
Chinese														0
Russian														0
Bengali												0	1	0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									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									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	4	0	3	0
Integrated Algebra/CC Algebra	5	0	5	0
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	5	2	3	0
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	4	0	1	0
Geography				
US History and Government	3	0	3	0
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.  
 Newly admitted ELLs are administered the LAB-R, which assesses their ESL skills. Once results are analyzed, students are then properly placed within the adequate amount of time according to their skill level, i.e. basic, intermediate, or advanced. The student schedules coincides with the periods of support with our ESL teacher. In classes where students have trouble understanding written and spoken english a Spanish speaking para-professional will also be utilized.e response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 The NYSESLAT data show that the ELLs are making incremental gains on the assessment by moving to the next proficiency level to become English language proficient. We currently have one newcomer who has had difficulty making the transition in his second year of making significant gains on the NYSESLAT  
 After reviewing the NYSESLAT data, the patterns revealed are:  
 ELLs tend to develop their speaking and listening skills faster than they do reading and writing, which take longer to master since the latter take longer to emerge.  
 Most ELLs tend to move faster from basic to intermediate than they do from intermediate to advanced levels; however, once they reach the advanced level, they tend to take longer to test as proficient, which is not surprising, since Second Language Acquisition research shows that it can take many years until proficiency is achieved due to the challenge of acquiring the academic language.  
 ste response to question here:
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 PastThe implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT results. Based on those results, we will continue to target language development across the content areas, creating opportunities for active meaningful engagement; and provide instruction during zero period sessions which meet from Monday through Thursday, as well as push in pull out opportunities for support specifically to our Spanish speakers in order to meet students' needs at their respective academic levels.

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

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

e response to question here:

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

After reviewing the NYSESLAT data, the patterns revealed are:

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

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

te response to questions here:

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](#).]

N/A

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

Emerging ELLs are given support through scaffolding, targeted grouping when they work in groups, and zero period. In English class they are supported with a Spanish speaking paraprofessional for instant support. In classes where students need the most support they receive information in their native language which is scaffolded in a way to increase English acquisition. Many of the decisions on the classroom level are made through formative and summative assessments. The leadership uses formative and summative assessments along with parent surveys and the students' educational background to make schoolwide and individual instructional decisions.

7. For dual language programs, answer the following:

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

N/A

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

We measure the success of our ESL program based on ELLs' performance on the NYSESLAT, REGENTS exams, as well as on their core subject classes. Moving forward we will begin developing goals for our ELLs to monitor progress because the population is so small:

## Part IV: ELL Identification Process

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

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.

High School enrollment requires that parents complete a Home Language Survey (HLIS) to identify the child's language proficiency. If

the child is identified as an eligible candidate for ELL instructional services, the Language Assessment Battery (LAB-R) is given to identify the student as proficient or not proficient in English within 10 days. The LAB-R is administered by our ESL teacher Mr. Toromoreno. We have staff members who can interview students and parents in their native languages. Initial screening is performed by Mr. Leonel Toromoreno, the licensed ESL teacher, Ms. Natasha Santos, the Parent Coordinator and Ms. Mercedes Chevere, a paraprofessional who all speak Spanish. New ELLs then take a Language Assessment test, the NYSITELL, so that they can be placed adequately.

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).  
The first step we take to identify SIFE is looking at student work and records from their previous schooling. The ELL teacher will administer a brief interview with the child to get a better understanding of the educational background, as well. We will administer the LENS if there is any indication that the scholar has any interrupted formal education.
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).  
Newly enrolled student with IEP's will meet with our Lead Special Education teacher and ESL teacher to discuss IEP and available options for students during an initial parent meeting. If interpretation is needed we have several Spanish speaking staff members including the parent coordinator who can support either translation or can utilize the translation services through the NYCDOE. The LPT will make a recommendation within 15 school days by which an appropriate placement will be made to benefit the student.
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.  
After a student completes the NYSITELL and the score is determined, our ELL teacher will send an entitlement letter/non-entitlement letter home to the parent(s)/guardian(s). They are asked to bring it back the next day. If the student does not bring it back the next day, our secretary or parent coordinator call home to make sure they receive the letter. If it does not get turned in within the allotted time, we send home a letter stating that we never received it.
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).  
When a student is identified as an English Language Learner, we give them an orientation where we show them a video going over their program options. During this orientation, we discuss their rights and let them know about their right to appeal ELL status within 45 days of enrollment.
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.  
Upon receiving the NYSESLAT results, a parent choice letter is distributed to the parents of the ELL students highlighting the results of the exam. Parents then have the choice of their child remaining in their current program or transferring into another program choice.  
  
To make sure that the parent understands the process we:
  - Provide forms in their native language (e.g. Bengali, French Creole, Urdu, Chinese, Spanish, etc.)
  - The parent watches the video in their native language and any other literature is given to them in that language
  - In the event that the pedagogue doesn't speak the language and there is difficulty understanding or conducting the interview, the pedagogue or counselor calls the interpretation and translation unit to have a conference call
  - All documents at FPA are sent home with the parent in their native language
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
We give out Parent Surveys and Program Selection forms during orientation. We have them fill out the forms then. If a parent is not able to fill it out at the time of our orientation, we give them a deadline for when they can turn it in.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If a Parent Survey and/or Program Selection form is not returned, we will reach out to the family. If they do not return it after outreach, we send home a letter stating that it was never returned and the default program for ELLs is bilingual education.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Our ELL teacher, Mr. Toromoreno, hands out placement parent notification letters to all students who are being placed in our ELL program.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
Our ELL teacher, Mr. Toromoreno, receives all ELL documentation for each child. She makes a copy of each document. One is returned to the parent and the other copy is filed.

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.  
In order to measure and continually assess English Language Learners, the NYSESLAT is administered annually during the two week testing period in the spring semester. Ms. O'Mealley, Testing Coordinator orders all materials in order to prepare the students and administer the exam. Mr. Toromoreno receives yearly training and provides training to all ELL teachers in the NYSESLAT administration process. All NYSESLAT exams are administered during the ESL class. Mr. Toromoreno and Ms. O'Mealley take every necessary measure in order to ensure that all ESL students are tested in the required time frame.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Our ELL teacher, Mr. Toromoreno, hands out continued entitlement and transitional support parent notification letters to all students who are being placed in our ELL program. The children are told to hand it to their parents, get it signed and bring a copy back. When they bring the letter back, Ms. Leichman will make a copy, file it and give it back to the child to give to their parent(s)/guardian(s).
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).  
According to the Parent Survey data, 100% of the parents of children who speak languages Spanish and/or Bengali select our Free Standing ESL program. The parents select FPA due to the close proximity to their home, our learning environment, past experiences with family members or friends, and the outstanding and caring instructional support that we provide here.

## 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.  
We have 6 ELL and provide a Freestanding ENL program for them. We push out 360 minutes for those that are entering, emerging or transitioning level and we also push out 180 minutes for those at an expanding level. The ELL teacher will also push in 90 minutes a week to support those who have tested out within the past two years. Some students are instructed together based on the scheduling of the classes.
  - 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)?  
Our students have the mandated minutes of each section. Students are working on CCLS that pertain to English in their ELA classes. ESL minutes are met through push-out and after-school sessions ensuring that our students meet their ESL minutes while getting their full access to ELA content and curriculum.
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.  
All of our instruction is done in English being that we only have an ENL program. We align all of our ENL instruction and content instruction to the CCLS. We differentiate our instruction to meet the needs of every child.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We ensure that ELLs are appropriately evaluated by giving them the option to take exams in their native language. Most entering ELLs choose to have their exams in English and Spanish. Once ELLs move up in proficiency levels, they choose to take exams in English.

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

We have periodic assessments that take place throughout the year that assess students speaking, listening, reading and writing skills. By using the data from these assessments, we can see and track our student growth over time in these modalities.

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

#### SIFE Program

While ELLs (including SIFE students) participate in programs that meet state regulations as required in CR Part 154, the education team at FPA recognizes that SIFE students benefit greatly from an increase in instructional time in English as a Second Language instruction- speaking, reading, writing, and listening; Native Language Arts to strengthen their skills in the native language and Mathematics instruction.

Many ELL students go home where only their native language is spoken. They also often watch television programs and listen to music in their native language. Even though they may speak and understand their native language fluently, these students often do not possess the literacy skills in native language to further support their acquisition of the second language - English.

The pedagogical team at FPA proposed the initiation of an after school program that will focus on English Literacy and a Saturday Program that will focus on Math Literacy. In the after school program, classes meet after school for 1.5 hours each day, two days a week depending on their proficiency level on the NYSESLAT

The students who need native language literacy will participate in a pull-out program during the regular school day. Students will work in a small group with a dedicated Spanish teacher to support reading and writing in the native language.

The Saturday school will have various components:

- English Literacy component

Students will participate in ESL and ELA classes for three hours using programs as ACHIEVE 3000 and RIGOR.

We offer the beginning and intermediate level the mandated minutes of ESL instruction a week. We offer additional support to the Newcomers with one-on-one tutoring with emphasis in literacy, parental involvement, native language libraries and dictionaries, implementing alternative strategies, and the utilization of technology as an instructional tool to improve academic performance.

The teachers use the following types of assessments in addition to the NYSESLAT, LAB R and Pearson Periodic Assessment to keep progress of the students:

- Portfolio
- Teacher observations/recommendations
- Journals
- Readers notebook
- Projects
- Diagnostic Exams
- Quizzes and tests
- Mid-term and final exam
- Student Progress Reports
- Long and short term goals

Under this program we are constructing classroom models, with inter-visitation, and achieving best practices for the ELL population. Also, the ESL Department assesses every student using progress reports and formal and informal assessments to measure their language acquisition. As a benchmark for this term, the Pearson Periodic Assessment was given and the results were assessed and identified in order to teach strategies to help each student with the areas that he/she needs to develop.

#### Plan for ELLs in school 4-6 years

ELL students work in small group classrooms where teachers would provide targeted assistance to support each individual student. The data indicates the students who come to FPA from feeder junior high schools attend FPA for a period of one to two years before testing out of ESL during the 11th or 12th grade.

#### Plan for ELLs in school 6 years completed or more / Long Term ELLs

The planning team reviewed the data for Long Term ELLs in an effort to identify common factors. The data clearly indicated that the large majority of LTE were incoming 9th graders with only a few students from the 10th, 11th and 12th grade remaining in that category. The team recognizes that LTE (long-term ELL students) would benefit greatly from additional targeted instructional time in ESL, English speaking, reading, writing, and listening, Science, Social Studies and Mathematics.

To best support and address the needs of this group of students, a Saturday Academy Model was designed that will focus on English Literacy as well as specific content areas. LTE students work in small group classrooms where teachers provide targeted assistance to support each individual student.

In the Saturday Academy, classes meet for three hours from 8:00 a.m. to 12:30 p.m. each week, per term, September through January and February through June. Students work with a content/subject area specialist/teacher and an ESL teacher who facilitates their work in Science, Social Studies or Mathematics. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.

A guidance counselor will work with students and parents to support students in their work. Student group guidance sessions will explore careers in specific fields of study. Students work closely with the guidance counselor to complete an interest inventory and/or self reflection checklists that will provide information for further thinking on future aspirations and career goals. To further support this principle, participating students will visit local and out-of-town universities.

University tours and visits will allow students to meet and speak to other young adults at the university level to further motivate and inform students of the process and requirements. College tours allow students to visualize and contextualize their aspiration to participate in higher education.

#### Plan for ELL Special Needs Students

In the event that a student requires additional needs to be met, all John Adams High School departments work together by following these steps:

- Conduct interview to know if the student had any previous interruption in his/her formal education
- Check permanent records
- Give the Pre literacy exam
- To have a parental conference with counselor and teachers to discuss needs, education and support services available in our educational system
- Parent could request formal
- Follow up with tutoring, SIFE classes, Special setting, Para-professionals, Resource Room, IEP or any other additional support the student might need.

There are other programs at the school that are available to ELLs and all other students including credit recovery, guidance and tutorials for academic support.

#### Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years)

The plan for continuing support for transitional students, those that have reached proficiency on the NYSESLAT, is as follows:

- Offering transitional classes aligned with the ELA Department
- ELA classes
- Special Testing Accommodations, Glossaries, and other materials to help proficiency
- Conferences with Content area teachers
- Counseling, assemblies and career and college advice
- One-on-one counseling for all seniors with guidance counselors

#### Future Plans for ELL Programs –Describe changes planned- improvements, discontinued programs

Plans include continued efforts to serve ELLs at the school through targeted instructional programs that seek to support

language development and academic achievement. Teachers have been working together in order to align curriculum with NYS Standards and Common Core Standards.

**Equal access to all programs**

ELLs are afforded the same eligibility to participate in after school programs as other student including credit recovery, guidance and tutorials for academic support. This includes

- After School Programs
- Saturday Learning Activities
- Tutorials
- Guidance
- Career Orientation Activities

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.

N/A. We have no students who have been re-identified as ELL or non-ELL.

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

Teachers use specific planning templates as well as various online resources such as Achieve 3000 to meet students at varying abilities. Teachers also used tiered texts and resources that increased in difficulty as students become more familiar with language.

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

Paste response The ESL teacher will push in to some of the classes for ESL-SWDs. He also collaborates with content-area teachers to make sure that she and the other content-area teachers are using strategies that work best for that 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 per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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 or INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or 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	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

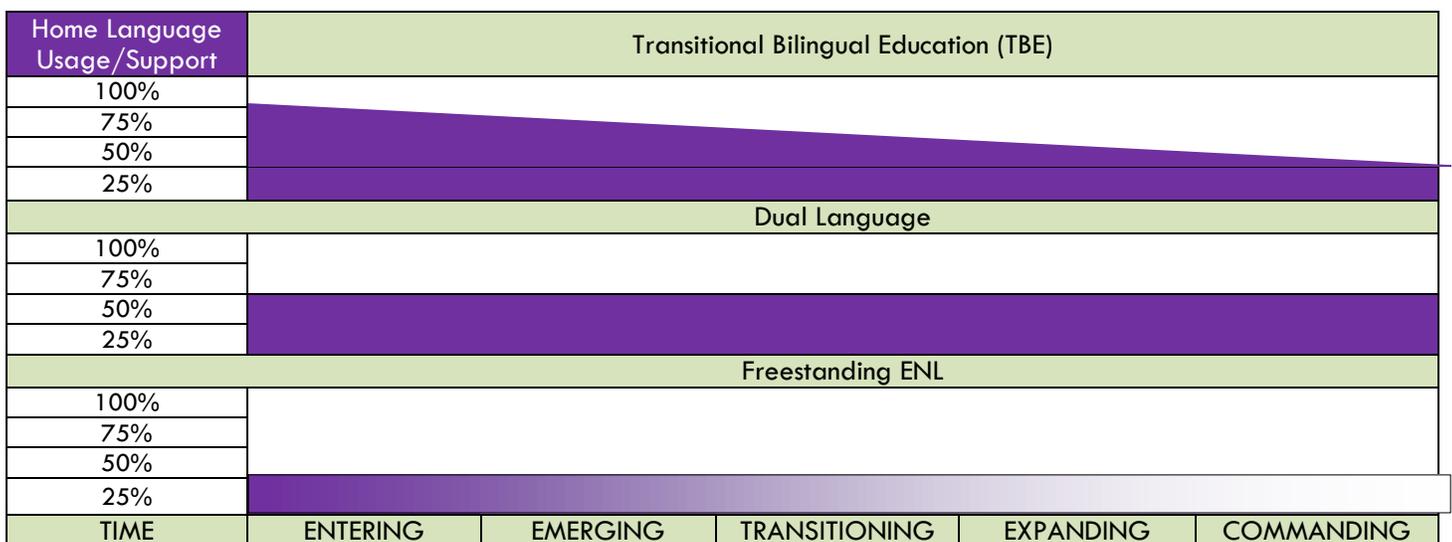


\*Note: “other approved services” does not apply to New York City at this time.

CI Chart

**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. There are many efforts to support ELL students of different needs at Frances Perkins Academy HS:
- Newcomers Program for students who have arrived in this country up to three years ago.
- Inquiry work to put new strategies in place to target students who have not changed Proficiency level over a 3 year time period
- Summer Enrichment Program
  - Supplementary After School Program
- There are other programs at the school that are available to ELLs and all other students including credit recovery, guidance and tutorials for academic support.
- Transitional Student Support Plan ( ELLs that pass NYSESLAT are Transitional students for 2 years) The plan for continuing support for transitional students, those that have reached proficiency on the NYSESLAT, is as follows:
- Offering transitional classes aligned with the ELA Department
  - ELA classes
  - Special Testing Accommodations, Glossaries, and other materials to help proficiency
  - Conferences with Content area teachers
  - Counseling, assemblies and career and college advice
  - One-on-one counseling for all seniors and students who are under-credited with guidance counselors
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has been effective with many of our newcomers and intermediates but we would like to focus more on the Long-Term ELLs this year as their progress has remained stagnant. We hope to do this through an after school program that focuses mainly on reading comprehension and writing skills as this is where they struggled to meet the criteria to test out on last year's NYSESLAT
12. What new programs or improvements will be considered for the upcoming school year?
- There is a Saturday Academy for ELLs. Classes will meet for three hours from 8:00 a.m. to 12:30 p.m. each week, per term, September through January and February through June. Students will work with a content/subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics. Each students participating in the project would select a content area class at the beginning of the semester and work to complete a project. This process would be repeated mid year to facilitate a second session/semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.
13. What programs/services for ELLs will be discontinued and why?
- No Programs or services will be discontinued for the 2015-2016 school-year.
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 afforded the same eligibility to participate in after school programs as other student including credit recovery, guidance and tutorials for academic support. This includes
- After School Programs
  - Saturday Learning Activities
  - Tutorials
  - Guidance
  - Career Orientation Activities
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.
- English Literacy
- Students will participate in ESL and ELA classes using programs such as ACHIEVE 3000. Students also use the New York State Common Core Aligned ELL grades 6-8 and 9-12 workbooks as supplemental resources.
- Math Literacy
- Students will participate in Mathematics programs such as Destination Math
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language is provided to students in ENL program through ESL teacher. ESL teacher works with content teachers to support in language acquisition of content through speaking and writing. Some students are also provided Ipad to support with language transition by the use of various apps.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Based on NYSESLAT results, grade level and other forms of information teachers credit standard aligned lessons using grade and age appropriate texts. Many of the resources used provide specifications on age and/or grade level. The LAP team meets at the end of each semester to discuss the effectiveness of materials used based on the progress students made. More resources are either purchased or discarded.
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).  
Newly enrolled ELLs participate in on and offsite orientation activities that include instructional classes as well as group team building activities.

There is a Saturday Academy for ELLs. Classes will meet for three hours from 8:00 a.m. to 12:30 p.m. each week, per term, September through January and February through June. Students will work with a content/subject area specialist/teacher and an ESL teacher who will facilitate their work in Science, Social Studies or Mathematics. Each students participating in the project would select a content area class at the beginning of the semester and work to complete a project. This process would be repeated mid year to facilitate a second session/semester thereby allowing students to work in two content areas during the school year. Students will work in a small group with a dedicated teacher to support reading and writing in English. In addition, students will prepare to take the Regents in June as part of the credit accumulation process that is embedded in the program goals.

19. What language electives are offered to ELLs?  
AP Spanish is offered to ELL students as a language elective.
20. For schools with dual language programs:
- 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.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - 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.)

Professional Development will be an integral part of the preparation and continuing evaluation and improvement of the program. Teachers will attend staff development and planning sessions in order to learn new practices and methods. The teachers will then turn-key to the other teachers in the program. Professional Development will consist of but not be limited to:

- Training provided on-site by the ACHIEVE Program
- Participating in SIFE/Long-term ELL Grant Demonstration Site Visits
- Attendance at the:
  - o Annual ELL Math Conference
  - o ELL Writing 5-Day Institute
  - o QTEL Curriculum Enhancement Institute
  - o Demystifying ELL Data Two-Day Workshop
  - o Annual Dual Language Program
  - o Annual LOTE Conference
  - o Smartboard Training
  - o Office of ELLS Professional Development Workshops
  - o SIOP Conference
  - o RTI Workshops
  - o ELL Literacy Leadership Institute
  - o Teaching Content to ELLs
  - o Achieving Success for ELLs

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?

The teachers at FPA have in prior school years participated in a number of professional development sessions provided from the Office of ELLS including QTEL basic. In an effort to continue to develop teacher practice and support the work of teachers in the SIFE program, participating teachers will attend the Quality Teaching for English Learners (QTEL) Five-Day Institutes: Building the Base, ELA, Beginning ESL, Math, Science.

The Mathematics teacher selected to provide Mathematics instruction will attend the required QTEL training in Mathematics and implement the curriculum design as indicated for the program.

Program teachers as well as other subject area teachers will participate in select training sessions as indicated to further support student understanding and teacher craft development;

- Annual ELL Math Conference
- Looking at Student Work Three-Day Workshop
- QTEL Curriculum Enhancement Institute
- ELL Writing Five-Day Institute

Opportunities for teachers to participate in study groups and /or book clubs will be offered during the program period. Select books will be recommended for these activities that enhance teacher knowledge of program students. Titles to be included for teacher review and selection are:

- Teaching the Best Practice Way by Marvey Caniels/Marilyn Bizar
- Active Literacy Across the Curriculum by Heidi Hayes Jacobs
- Vocabulary Development by Steven A. Stahl
- Making Content Comprehensible for ELLS by Echevarria / Vogt / Short
- Reading Writing & Learning in ESL-A Resource Book for K-12 Teachers by S.R Peregoy/Owen Boyle
- What Really Matters for Struggling Readers by Richard L.Allington
- Bringing Words to Life by Isabel L. Beck / Nargaret G. McKeown / Linda Kucan

Teachers will be asked to select a text for the teacher development activity that will enhance and support their work with SIFE students. Teachers will collaborate to develop comprehensive instructional plans or curriculum maps that will outline the instructional program and allow them to develop lessons that are connected and support the expectations for students as defined by the program goals and objectives.

To further support teachers, a plan for inter-visitation will be developed with partner schools that reflect similar challenges and

student population within the Learning Support Organization as well as other schools that participate in the city SIFE initiative. Teachers from John Adams will visit master teachers in selected high schools where a partnership for best practices will be established to support the work of teaching and learning.

The team at John Adams High School recognizes the connection between parents and their children's education. It is often a major influence in student academic success including how much time students spend in school and how much time they spend at home on their studies. Parents play an important role. Research on high school graduation often suggests that parents make a difference in how long it takes their child to complete their graduation requirements. Parental involvement is an integral part of the program. The SIFE program will include activities to promote and increase parental involvement. Parents feel that John Adams High School is a safe environment where their children can grow academically and individually. The program facilitates their participation as students of ESL and allow them to take a more active role in their children's education.

Both programs offer ESL and computer classes for parents who often don't have access to these opportunities. These classes are offered on Saturdays. Parents will improve their own literacy needs for their personal success and enable them to further their ability to support their family. There will be monthly meetings to make parents aware of and to answer questions about important issues related to their children's education, such as:

- Course, credit and Regents requirements for high school graduation
- Knowledge and assistance with college applications and student aid
- Immigration issues affect post-high school opportunities
- Teen issues and concerns. Understanding differences between their culture and American culture

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Middle school students participate in two introductory sessions into high school: one at the end of June and the other one at the beginning of September. Students are also partnered with a senior buddy to assist them in transitioning to high school, academic support and speaking to teachers about difficulties the student may be having.

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.

Professional development activities are tracked by two methods:

- 1) A binder is maintained with agendas and sign in sheets (when available) that provides a description of the professional development with all FPA attendees.
- 2) A online live binder is maintained by the payroll secretary for all teachers that participate in professional development during the school day in which they are unable to attend FPA to provide instruction. Agendas are also scanned and maintained via an online cloud for easy reference if the physical binder is unavailable.
- 3) Professional development opportunities are also captured on a staff spreadsheet the maintains the log of hours for each FPA staff member.

### 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?

We reach out to parents letting them know that they can come in to talk about how they can support their child. In November, we will be hosting a ELL parent meeting where we will discuss goals of the program, language development progress, language proficiency assessment results and language development needs in all content areas. The ELL teacher will set aside time to hold individual meetings with the parents. The parent coordinator will be working with the ELL teacher to support with all interpretation and translation needs

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

Paste response here:

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

We are working on ELL parent involvement this year. We are currently organizing a meeting for all parents of ELLs and for those whose home language is other than English. We also have a small population of ELL parents who have joined our parent association. We send home news letters, as well.

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

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

We have surveys through our Parent Coordinator to see what our parents need in order to ensure the success of their student and to have maximum involvement in our workshops. We have our parent coordinator reach out often in order to find out what our school can do to support our students

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

We seek to ensure that our parents are able to communicate in English if they feel they need support. We also provide workshops on what parents need to know about middle school, about the high school process, and about such relevant topics as bullying. We also tell parents how their children are doing in terms of learning English by sharing with them the interim assessment data we receive after each test.

### 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: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kevin Bryant	Principal		
	Assistant Principal		
Natasha Santos	Parent Coordinator		
Leonel Toromoreno	ENL/Bilingual Teacher		
Malena Alvarez	Parent		
Rae Owens	Teacher/Subject Area		
Kaydian O'Mealley	Teacher/Subject Area		
Melissa Gurney	Coach		
	Coach		
Deantonio Mitchell	School Counselor		
Karen Watts	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

**2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN**

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

**DBN: 14K632      School Name: Frances Perkins Academy**  
**Superintendent: Karen Watts**

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

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

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

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

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

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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.

We determine the primary language spoken by each parent through home surveys, which are done for every student enrolled at Frances Perkins Academy. We then evaluate the results to determine translational needs of students. We take time to interview incoming families during orientations to determine language needs. Parents that Once that has taken place, we keep the collected information in files, which are at the principal's secretary office.

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

The makeup of our school and parent population are native English speakers, spanish native speakers , Bengali native speakers, and Haitian/ Creole native speakers.

Please note that when communication needs arise with parents often times rely on the help of older children, cousins, or other relatives who are fluent in English and the secondary language to support language translation.

## **Part B: Creating a Communications Calendar**

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

Translations include but are not limited to:

registration and enrollment in school and school programs, language assistance programs, parent handbooks, report cards, gifted and talented program materials, student discipline policies and procedures, calendars, school function announcements, graduation programs college applications, financial aid and military opt out letters.

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.

During the school year there are numerous potential opportunities for face-to-face meetings with parents throughout the school year.

Please see some examples below

Orientation - Summer/Fall  
Parent- Teacher Conferences - Fall / Spring  
Awards Ceremonies - Fall(2x)/ Spring(2x)  
Curriculum Night - Fall/ Spring  
Parent Association Meetings - Fall/ Spring  
School Leadership Team Meetings - Fall/ Spring  
Disciplinary Call home - Ongoing basis  
Phone Blasts - Ongoing basis  
Attendance Meetings - Ongoing basis  
IEP Meetings - Ongoing basis  
Guidance Meetings - Ongoing basis

## **Part C: Providing Language Assistance Services**

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

Frances Perkins Academy must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources such as the Translation and Interpretation Unit or technology such as Google Translate.

- Frances Perkins Academy will ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language, but may not be competent to interpret in and out of that language, or to translate documents. In this case the Translation and Interpretation Unit will be contacted to translate necessary documents.

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.

Most interpretations are and have been handled by in house staff of Frances Perkins Academy. In a rare occasion that we as a school cannot interpret we check in with the other schools in the building. If a on-site interpreter still cannot be found, we reachout to the Translation and Interpretation Unit.

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

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

- a) All school personnel will be informed of language needs during our Chancellor day staff meetings
- b) School personnel receives a weekly newsletter for substantial school updates and language needs for students and parents
- c) Updates are conducted during grade-level or department level meetings

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

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

**Checklist of Notification Requirements**

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

Upon entering the campus "Welcome Posters" are posted for parents to see what languages translations are offered in the campus with options for additional translation services.

**Part F: Monitoring and Quality Control**

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

Tools to monitor the success of language translation quality can be measured informally and formally. Informal measures include but are not limited to questions at the end of translation for understanding and feedback. Formal measures include parent surveys mailed out or completed while waiting in main office.