



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

**SCHOOL NAME:** PARK SLOPE COLLEGIATE

DBN 15K564

**PRINCIPAL:** JILL BLOOMBERG

**EMAIL:** JBLOOMB@SCHOOLS.NYC.GOV

**SUPERINTENDENT:**

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

### Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jill Bloomberg	*Principal or Designee	
Colleen Siegel	*UFT Chapter Leader or Designee	
Jeanette Jackson	*PA/PTA President or Designated Co-President	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Patrick Lloyd	Member/Parent	
Nikiesha London Sylvester	Member/Parent	
Debyan Coleman	Member/Parent	
Cynthia McDowell	Member/Parent	
Michael Salak	Member/Teacher	
	Member/	

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

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO SCEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS**

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

**GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)**

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*“Despite the consistent oral feedback, written feedback that establishes a timely trajectory for targeted next steps and future follow-up is not routinely provided to teachers. As a result, there is no written protocol deeply embedded in the school’s culture that routinely enables the administration to monitor teacher growth and reflect on prioritized teacher needs to ensure they are adequately addressed. This hinders teacher understanding of discussed expectations for improved classroom practices, and thereby negatively impacts student growth” –NYCDOE Quality Review 11-12, Page 6.*

**Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 2.2 School leader’s vision

\_\_\_\_\_ 2.4 School leader’s use of resources

**X** 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1**

- *Engage in short, frequent cycles of classroom observation utilizing Danielson’s Framework and provide feedback to increase effectiveness of instruction.*

**Measurable Objective:** 2- 3 observations with feedback notes to 100% of teachers on staff by both the Principal and the Assistant Principal and department members for a total of 4-6 observations for each teacher.

**Instructional strategies/activities**

- Starting in September, administrative staff will conduct 15 minute or full-period observations in every classroom and provide feedback around a targeted component of Danielson framework. Throughout the year will focus on 6 priority components: 3b, 2d, 2b, 3c, 1e, 3d.
- Feedback provided to individual teachers in conversation and in written form within one week of observation.
- Teacher led department teams will conduct professional development around the Danielson rubric and conduct at least 2 inter-visitations with feedback a year
- Principal meets weekly with department leaders to direct professional development
- Principal and AP meet monthly with Talent Coach from TEP

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority Focus

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***Tax Levy and Title I funds support the administrative team as well as teachers who function as department leaders. A TL allocation for lead teachers funds additional support in ELA and T1 funds support a staff developer from the Urban Memory Project for curriculum and staff development in the area of literacy across the curriculum and alignment to the Common Core Learning Standards. The staff developer works two days a week with four different teachers each semester to refine curriculum maps and plan lessons. Our participation in a TEP pilot affords us the support of a talent coach and professional development for administration.***

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*“However, classroom instructional such as literal questioning, seen in some content area classes, do not routinely challenge all students to reach higher planes of thinking in all subjects. Hence, student learning is not rigorous enough to impact achievement for all students in all disciplines.” –NYCDOE Quality Review 11-12, Page 5.*

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

**3.3 Units and lesson plans**

3.5 Use of data and action planning

**Annual Goal #2**

- *All mathematics teachers will implement two common core aligned units that ask them to demonstrate fluency, application and conceptual understanding.*

**Measurable Objective:** All students in these classes will submit a summative performance task in mathematics that will be scored 1, 2, 3 or 4 in November as a baseline and again in March or April to assess improvement.

**Instructional strategies/activities**

- a) Department leaders will meet weekly with the principal for professional development around the CCLS and the design of common core aligned units. Following department leader meetings the math department will meet to collectively review the standards. Four members of the math department will also share their understanding of the standards based on workshops conducted by the CFN. The team will look at model units supplied by the network and will compare their units to the model and also to rubrics supplied by the network.
- b) Teachers will implement the first unit before the end of November for review by entire department and the second unit before April for review by entire department.
- c) A math staff developer will work with four teachers to continue to create units aligned to the CCLS and to implement formative assessment plans to monitor student progress, particularly in conceptual understanding.

**Budget and resource alignment**

• Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Focus \_\_\_\_\_  
Other-describe here: \_Priority

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***TL and T1 funds support a variety of mathematics teachers as well as funding per session for teachers to work with students on the Common Core aligned tasks. Additionally Priority Focus funds will support a math staff developer who will work with four teachers for 2 days a week for a total of 15 days beginning on February 23 to continue to align units to the CCLS***

**GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*“Additionally, ongoing checks for understanding are not yet firmly embedded in all classrooms. As a result, changes to instructional practices do not always sufficiently address overall student achievement” –NYCDOE Quality Review 11-12, Page 6.*

**Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_\_ 4.2 Instructional Practices and strategies

\_\_\_\_\_ 4.4 Classroom environment and culture

**X** \_\_\_\_\_ 4.3 Comprehensive plans for teaching

\_\_\_\_\_ 4.5 Use of data, instructional practices and student learning

**Annual Goal #3**

- *Engage all teachers in ELA, Social Studies and Science department in implementing two Common Core Aligned units that build on the LDC template task assignments which incorporate writing opinion and argument responding to informational texts.*

**Measurable Objective:** All students in these teachers’ classes will submit a summative performance task in literacy that will be scored 1, 2, 3 or 4 in November as a baseline and again in March or April to assess improvement.

**Instructional strategies/activities**

- a) Department leaders will meet weekly with the principal for professional development around the CCLS and the design of common core aligned units.
- b) Four teachers per semester will meet weekly with a staff developer who will assist teachers in designing those units.
- c) Teachers will implement the first unit before the end of November for review by entire department and the second unit before April for review by entire department.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here: Priority Focus

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***TL and T1 funds support a variety of teachers as well as funding per session for teachers to work with students on the Common Core aligned tasks. Priority focus funds and TIII funds also support two ESL teachers who support ELL progress in literacy across the curriculum. Priority focus funds will also support a staff developer to continue work from the first semester into the second semester on CCLS aligned units and formative assessments.***

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

*“Previous Year’s (2011-2012) Suspension Total 169”- Online Occurrence Reporting System 12-13*

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

**5.3 Vision for social and emotional developmental health**

5.5 Use of data and student needs

**Annual Goal #4**

- *Engage students in collaborative problem solving as an alternative to the suspension process to find solutions to students’ challenging behaviors.*

**Measurable Objective:** Decrease the suspension rate by 50% from the previous year as evidenced on OORS during the 2012-2013.

**Instructional strategies/activities**

- a) Develop team leaders to work with teachers on classroom management and PBIS strategies
- b) Provide professional development to teachers on supporting socio-emotional development and UDL
- c) Continue to embed a strong ICT model to support the multiple learning styles and needs in the classrooms
- d) Continue to use Circles as a technique to engage students in discussion to establish school culture and set norms around behavior
- e) Implement a study group around Collaborative Problem Solving to create a team of teachers capable of training others.
- f) Provide professional development to parents around Collaborative Problem Solving by hosting one half-day session and by including parents in our Spring staff development retreat.

**Budget and resource alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Priority Focus

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

*In addition to support from the Office of School and Youth Development in the form of professional development for teachers and administration, we use TL lead teacher funds to support the coordination of Collaborative Problem Solving in the school. All teachers also receive PD in restorative approaches (circles). TL funds for per session will also support the study group. Additionally we use a portion of Title I parent engagement funds to include parents in the staff development retreat.*

## **GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

“The school’s overarching belief that all students can and will attend college is shared by the administration and staff, and communicated continually to parents and students, raising expectation levels in the entire community.”- *NYCDOE Quality Review 11-12, Page 4.*

### **Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

**6.3 Reciprocal communication**

6.5. Use of data and families

### **Annual Goal #5**

- *Improve HS student credit accumulation.*

**Measurable Objective:** By June 2013 increase the number of students earning 10+ credits by 5 percentage points for each year.

### **Strategies to increase parental involvement and engagement**

- a) Continue to support teachers with the implementation of the grading policy to increase opportunities for students to maximize opportunities to gain credits and receive credit recovery when applicable.
- b) Support students with utilizing academic support s available to them by the school
- c) Utilize Circles teacher teams to set goals and follow-up with targeted groups of students
- d) Establish case conferencing with students with low midterm scores to provide structured support
- e) Provide professional development opportunities to teachers on differentiation and UDL
- f) Develop credit recovery options for eligible students throughout the year
- g) Improve communication with parents around promotion and graduation requirements, grading policies and academic support opportunities.

**Budget and resource alignment**

• Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

- Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Focus \_\_\_\_\_  
Other-describe here: \_Priority

**Service and program coordination**

• Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***Small class size to support student progress is possible due to the use of TL and T1 funds for teachers as well as for additional guidance counselors to offer college counseling and academic counseling in addition to social/emotional counseling. Priority focus funds will support afterschool credit recovery classes that will meet for one hour for 54 sessions. We will offer 9 different courses with 6 teachers serving approximately 75 students. Priority focus funds will be used for teacher per session and supplies. We will also use T1 parent involvement funds to include parents in our annual professional development and planning retreat.***

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p><b>1. Princeton Review Interim Assessments</b> provides vocabulary instruction such as those created by Curtis or Culyer and ESL strategies for vocabulary acquisition and retention, including Deborah Short's SIOP model.</p> <p><b>2. Teachers College Reading &amp; Writing</b> curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teacher College Assessment Packet and Fountas &amp; Pinnel via the Guiding Readers &amp; Writers plan.</p> <p><b>3. SkillsTutor</b> for improvement in ELA. SkillsTutor is an on-line, K-12 basic skills tutoring program. SkillsTutor is scientifically based; diagnostic and prescriptive programs that will help our students improve basic skills. The content is correlated in accordance to NY State Curriculum Standards.</p>	<p><b>1. Delivery of Princeton Review Interim Assessments</b> is provided in whole group, one-to-one and small groups.</p> <p><b>2. Teachers College Reading &amp; Writing</b> is provided in whole group, one-to-one and small groups.</p> <p><b>3. SkillsTutor</b> is provided in one-to-one.</p>	<p><b>1. Princeton Review Interim Assessments</b> are utilized in the ELA curricula during the school day.</p> <p><b>2. Teachers College Reading &amp; Writing</b> is utilized in the ELA curricula during the school day, during ELA Saturday program and during Extended Day.</p> <p><b>3. SkillsTutor</b> is utilized during the school day and during the after school program.</p>

<p>Mathematics</p>	<p><b>1. Essential Skills Foundations (Kaplan)</b> these books cover the following topics: problem solving, numeration, operations, measurement, geometry, data analysis, and statistics, probability, functions and algebra. Each lesson starts with a guided skill builder which introduces the math concept followed by a series of activities designed to allow students to apply the skill in a variety of formats. An extensive teacher's guide includes tips for each lesson, a diagnostic test, and pre and post assessments for each skill area.</p> <p><b>2. Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon)</b> this kit provides skills practice in the following areas: whole numbers, decimals, number theory, fraction concepts, operations with fractions, geometry, measurement, pre-algebra basics, ratio, proportion, and percent. Teachers are provided with diagnostic and placement guides to determine which skills students need to learn and practice. Pre- and post- tests are provided for each unit to assess student progress. Intervention Kit during the math curricula and during the math Saturday Program.</p> <p><b>3.</b> We are using <b>SkillsTutor</b> for improvement in Math. SkillsTutor is an on-line, K-12 basic skills tutoring program.</p>	<p><b>1. Essential Skills Foundations</b> is provided in whole group and small groups.</p> <p><b>2. Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon)</b> is provided in small groups or on-to-one.</p> <p><b>3. SkillsTutor</b> is provided one-on-one.</p>	<p><b>1. Essential Skills</b> Foundations is utilized during in the math curricula during the school day.</p> <p><b>2. Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon)</b> is utilized in the math curricula during the school day.</p> <p><b>3. SkillsTutor</b> is utilized during the school day and during the afterschool program.</p>
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	SkillsTutor is scientifically based; diagnostic and prescriptive programs that will help our students improve basic skills. The content is correlated in accordance to NY State Curriculum Standards.		
Science	Small Group <b>Tutoring</b> allows teachers and our SETTS and Reading Specialist to push into content area classrooms as part of C6 (professional Activities) or to complete their 25 teaching period schedule. (Occasionally teachers pull out small groups for more intensive guided group work.) Small group tutoring is also done during the 37.5 minutes added to teachers' contractual schedule	<b>Tutoring</b> is provided in one-on-one or in groups of no more than 10 students.	<b>Tutoring</b> is provided during select teacher's lunch period, during the 37.5 minutes added to the teachers' contractual schedule and for 40 minutes during afterschool.
Social Studies	Small Group <b>Tutoring</b> allows teachers and our SETTS and Reading Specialist to push into content area classrooms as part of C6 (professional Activities) or to complete their 25 teaching period schedule. (Occasionally teachers pull out small groups for more intensive guided group work.) Small group tutoring is also done during the 37.5 minutes added to teachers' contractual schedule	<b>Tutoring</b> is provided in one-on-one or in groups of no more than 10 students.	<b>Tutoring</b> is provided during select teacher's lunch period, during the 37.5 minutes added to the teachers' contractual schedule and for 40 minutes during afterschool.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p><b>1.</b> We recommend that all at risk students receive both <b>emotional and academic counseling</b> by the guidance counselor who also sits in on any teacher/parent conferences.</p> <p><b>2. Collaborative Problem Solving</b> is an approach designed to address behavioral problems by teaching students' the skills they lack which contribute to their misbehavior.</p>	<p><b>1. Emotional and academic counseling</b> is provided one-to-one, in small groups and groups of no more than 10 students.</p> <p><b>2. Collaborative Problem Solving</b> is provided on a one-to-one basis.</p>	<p><b>1. Emotional and academic counseling</b> is provided at needed times during the school day or at regular designated times in the students' schedule. It is also provided during the 37.5 minutes added to the teachers' contractual schedule.</p> <p><b>3. Collaborative Problem Solving</b> is provided to students at a regular designated time during the students' schedule or during the 37.5 minutes added to the teachers' contractual schedule.</p>
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Our website highlights each teacher with their college background and note worthy achievements. It also offers opportunity to communicate with their students and their parents about content curricula and classroom assignments. The schedule allows teachers to meet weekly in their content areas and in grade teams. Lastly, several meetings, trainings are held during and after school to further enhance school goals, curricula development and implementation of Core Standards. Lastly, we are piloting the Danielson Framework for Effective Teaching that will foster a purposeful relationship that permits self assessment, reflection on practice and a collegial dialogue in the school community.

#### **Service and program coordination**

- Our CFN will provide training and professional development as needed. A Sports and Arts in Schools Foundation will provide development of an after-school program which includes homework help. Also the Achievement via Individualized Learning in grades 7 – 11, allows students to receive tutorial support in their classes as well as develop the tools and skills to move on to as well as be successful in post secondary education. We have an upcoming mentorship program called (Community, Unity, & Resources for Urban Success) which will provide mentors to our students in the high school. Lastly, our Park Slope Mental Health clinic provides a counselor on staff to assist our students with their emotional well being.

#### **Budget and resources alignment**

- Tax Levy Children First Network funding will be utilized for professional development for teaching staff through
- Tax Levy Fair Student funding will provide Saturday Academy funding for test preparation and reinforcement of



## **PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

### **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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 and families of students in Park Slope Collegiate will be provided with opportunities to actively participate in the Parents Association, the School Leadership Team, parent academic activities that relate to building strong home/school partnerships, Regents information sessions, workshops which promote an understanding of performance standards and promotional criteria, the high school application process, college, financial aid and accessing the services of community resources.*

Our school will support parents and families of Title I students by:

- Conduct yearly Parent's Association elections for the Executive Board
- Conduct monthly Parent's Association Meetings
- Conduct one year parent walk through of all classes
- Provide the opportunity to parents for active and meaningful participation in the school Leadership Team
- Hold 6<sup>th</sup> and 9<sup>th</sup> grade levels orientation to parents with classroom teachers, supervisors, guidance and related services providers
- Hold a Curriculum Night to orient parents with specific subject goals, curriculum maps and big understandings
- Distribute all notices in English and Spanish
- Workshops and conferences for parents and teachers
- Regular scheduled parent and school meeting (e.g. SLT, PTA and parent conferences)
- School events (e.g. Curriculum Nite, Performance Nite, and Game Nite )
- Access to materials and resources that will be made available to parents for in school and/or at home use to support their child's learning and monitor student progress (Electronic attendance phone calls, Engrade, school website)

### **Park Slope Collegiate School-Parent Compact**

- **PSC** will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- **PSC** will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- **PSC** will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- **PSC** will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - **PSC** will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child’s learning;
      - that parents are encouraged to be actively involved in their child’s education at school;
      - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
      - the school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
1. **Park Slope Collegiate** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
    - Parents will be provided with a needs survey that will help determine what parents need in order to participate more in student programs and school events. It will also determine what parents want to see implemented at PSC
    - Parents will be invited to attend PSC’s annual school retreat to review the schools goals and objectives and plan for the upcoming school year (if budget allows).
  2. **Park Slope Collegiate** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
    - 6<sup>th</sup> Grade/9<sup>th</sup> Grade Orientation
    - Curriculum Night
    - Middle School & High School Fairs
    - PSC School Tours
    - Parent Walkthrough
    - Transcript Workshop
    - High School Application Workshop
    - Midwinter Festival
    - Presentation & Arts Night
    - Parent/Student Sports Night
    - Parent/Teacher Conferences
    - Middle School/High School Math Curriculum Workshop
    - Karaoke Night
    - Teacher/Staff Home Visits to Student’s Homes

**Park Slope Collegiate** will take the following actions to conduct, with the involvement of parents, an regular evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The following is an evaluation form that we ask parents to complete after each school visit with either the Principal or Assistant Principal.



**Jill Bloomberg** • Principal  
**Carla Laban** • Assistant Principal

237 Seventh Avenue  
Brooklyn, NY 11215

Telephone: 718-832-4300  
Fax: 718-788-8127

[www.parkslopecollegiate.org](http://www.parkslopecollegiate.org)

### School Visit Evaluation Form

On behalf of the administration and the staff of Park Slope Collegiate we would like to thank you for taking the time from your busy day to visit with us. Please take a minute to complete this short evaluation form so that we can improve our school. Attached is our Parent Involvement Policy for your review.

Parent Name: \_\_\_\_\_ Student Name:  
\_\_\_\_\_

Date of Visit: \_\_\_\_\_ Purpose of Visit:  
\_\_\_\_\_

How was your visit today?	Who did you meet with today?
Were your expectations met today?	What were the highlights of your visit?
What are some concerns you may have that we can improve on?	Anything else you wanted to add?

Again many thanks for your time!

Sincerely,

Park Slope Collegiate

3. **Park Slope Collegiate** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
- a. **PSC** will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. **PSC** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - The Parent Room will provide a class library of books. The Literacy Coach will explain what reading level their child is at and what type of books should their child look to read
    - We are looking for funding in order to supply the room with a computer for parent to have access to technology and so that the Parent Coordinator can train parents how to navigate sites such as the DOE, NY State Department of Education, homework help, regents help, parent resources etc.
  - c. **PSC** will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Grade level teams will meet and determine ways to communicate and work with parents on what methods will help their child succeed. They will also be able to monitor student progress on a more regular basis.
  - d. **PSC** will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - PSC will to the extent possible provide information in a language the parents can understand by translating mailings and other documents related to students.
    - PSC will provide a translator to the extent possible at parent events, conferences and school programs.
- 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 our school community;

Our 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. Our 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 our 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, our 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 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 schools 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 our 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;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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**

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

- 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;
- to always try my best to learn.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Kathy Pelles</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>464</b>
School Name <b>Park Slope Collegiate</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Jill Bloomberg</b>	Assistant Principal <b>Carla Laban</b>
Coach <b>Leah Grossman</b>	Coach <b>Jud Ehrbar</b>
ESL Teacher <b>Jennifer Miller</b>	Guidance Counselor <b>Alissa Lembo</b>
Teacher/Subject Area <b>Jill Sandusky, ELA</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Robert LaColla, Math</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>3</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>399</b>	Total Number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>9.02%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Paste response to questions 1-6 here  
ELL Identification Process

At Park Slope Collegiate we implement a carefully structured identification process of those students who may be ELLs. All parents or guardians of newly enrolled students are required to complete a Home Language Questionnaire which includes the informal oral interview in English and in the native language, and the formal initial assessment. The HQS lets school staff know what language is used in the student's home. The initial screening is conducted by Patricia Squillari, the parent-teacher coordinator, and the ESL teacher, Jennifer Miller. The LAB-R is administered by Jennifer Miller, as is the formal initial assessment. If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she is administered the Spanish LAB to determine language dominance. The Spanish LAB is administered by Jennifer Miller, ESL teacher.

NYSESLAT eligibility is determined using the ATS report RLER. Each ELL student is administered the NYSESLAT each April and May. The NYSESLAT consists of 4 modalities (Listening, Speaking, Reading, and Writing) and determines student proficiency level. The NYSESLAT is administered under the direction of the testing coordinator, Veronica Boyhan, who works closely with the ESL teacher, Jennifer Miller.

An entitlement letter is provided to parents to inform them about their child's identification and the child is enrolled in the appropriate program within ten days. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELL and visit classrooms with the various programs. Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. Parents complete the parent selection form and the school conforms to the parental choice selections. Selection forms are collected by the Parent Coordinator and/or ESL teacher and maintained in a file by Geraldine Pinto, supervisory school aide.

Entitlement letters are distributed to entitled students' home addresses using the mail system. Parent Surveys and Program Selection forms are returned upon conferences scheduled with Jennifer Miller, ESL teacher. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is overwhelmingly (98%) that of a freestanding ESL program. The program model offered at our school is consistent with parents' requests. If we become aware that an alternate program becomes available we mail letters home to parents. Copies of all letters are maintained in a file by Geraldine Pinto, supervisory school aide.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%;40% → 50%;50% → 75%;25%)														0
<b>Dual Language</b> (50%;50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</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					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	10

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 special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	17		2	9		2	10		6	36

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
Total	17	0	2	9	0	2	10	0	6	36
Number of ELLs in a TBE program who are in alternate placement: 0										

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	1	2	5	6	2	7	26
Chinese							1			2	1			4
Russian														0
Bengali									1			1	1	3
Urdu														0
Arabic												1	1	2
Haitian														0
French														0
Korean														0
Punjabi										1				1
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>8</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>36</b>

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Park Slope Collegiate employs a freestanding ESL program – hence, all ELLs receive all instruction in English with native language support. The organizational model used is collaborative, with the ESL teacher (Jennifer Miller) collaborating with ELA teachers. Instructional time for ESL classes are based on student proficiency level. Accordingly, in our high school there are 12 Beginning level students who receive 520 minutes per week of ESL services; 22 intermediate level students receiving 360 minutes per week of ESL and 8 advanced-level students receiving 360 minutes of ESL services per week.

The program model is homogeneous, with students grouped according to their proficiency levels as measured by their most recent NYSESLAT scores.

Consultation is ongoing between the classroom and ESL teachers. Teachers work collaboratively to ensure that each student's academic needs are met, and each child is given the opportunity to achieve NYC standards. To this end, the focus in the ESL program is on balanced literacy, and we employ a variety of strategies to assist our ELLs in the critical areas of listening, speaking, reading and writing.

Content area courses are also delivered in homogeneous proficiency levels, and by grade level. Language development and support for content instruction in the native language is provided when same language grouping is possible. Such support includes bilingual dictionaries, native language classroom libraries, and peer tutoring. These include translated editions of Regents exams in Global History, Living Environment, US History, Math, and Chemistry.

Instruction is differentiated for ELL subgroups in a variety of manners. SIFE students participate in extended day and after school enrichment activities. Focus is on differentiated instruction in order to assist students in reading and writing skills. In-class work focuses on strategies, such as graphic organizers and outlining techniques to help students with reading comprehension. In addition, cloze exercises and dictation passages are used to help students improve in writing and listening skills. For our newcomers, the focus is on immersion in reading, writing, speaking and listening in English. To this end, we employ a variety of techniques and strategies in class, including vocabulary mapping, cloze and dictation exercises, previewing for reading comprehension, retelling, writing about films and photographs, dialogue practice and learning English structures. Students are also given scaffolded instruction and practice for NYS examinations, with an emphasis on reading short passages, filling graphic organizers, multiple choice answer strategies and writing short responses. For ELLs who have been here for 4-6 years, we employ techniques that emphasize group work and differentiated instruction. We use the "Access" and "Voices in Literature" series which use scaffolded activities to help students with reading in the content areas.

## A. Programming and Scheduling Information

Students create vocabulary maps as a means of expanding vocabulary and aiding in reading comprehension. Long-term ELLs have focused essay-writing strategy sessions to assist students in writing for state examinations; they learn to use graphic organizers and highlighting of text to help with their writing. Students with IEPs choose from a variety of high interest, accessible texts and work with graphic organizers to help them improve in their reading and writing skills.

For our ELL/SWDs, there is curricular, instructional, and scheduling flexibility in order to meet diverse needs within the least restrictive environment. Curricular: Access series, which allows for modification of academic tasks to met the needs of each student. Instructional: Students are engaged in multi-sensory activities and work with high interest material. Teachers use graphic organizers and chunking of text to aid in reading comprehension. Scheduling: Students are scheduled according to their designation of beginner, intermediate or advanced. Schedules are developed to give optimum time in general ed with supportive ESL services as based on need.

### Courses Taught in Languages Other than English ⓘ

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

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

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

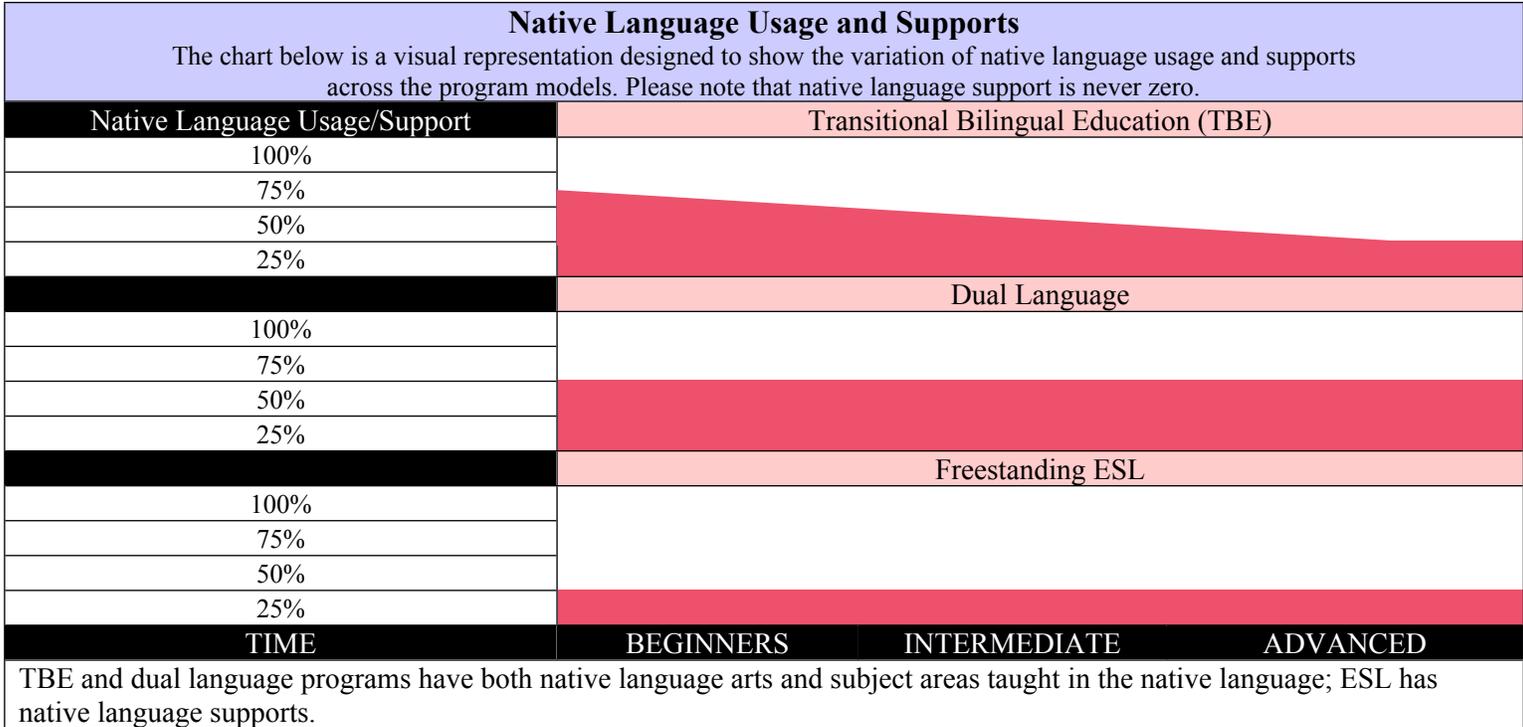
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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



**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17

#### Implications of LAP for English Language Arts

In order to assist our students in ELA, our LAP team has focused on:

- Analysis of ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Providing opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensuring that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encouraging teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensuring that Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction
- Implementing a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

Our targeted intervention programs for ELLs in ELA are divided as follows according to these subgroups:

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations.

SIFE: Students will participate in AIS services after school. In class, focus will be on developing skills in making inferences, identifying main idea, and making predictions during reading.

ELLs 4-6: Focus will be on teaching students to annotate, outline and paraphrase while reading. Students will create vocabulary maps and work on understanding word parts, such as suffixes and prefixes.

SWD: Students will attend extended day programs for work on reading and math skills.

Longterm: Focus will be on using graphic organizers in pre-writing, creating a template for identifying key parts of a paragraph and essay, and creating mini-lessons on grammatical topics.

#### Implications for LAP in Mathematics Content Area

Our targeted interventions for ELLs in Math include:

Newcomers: Students will be engaged in multi-sensory activities that utilize student strengths.

SIFE: Teachers will use task analysis to teach concepts in small, meaningful steps.

ELLs 4-6: In-class interventions include assigning a classwork/homework review buddy.

SWD: Teachers will create shorter assessments with fewer problems on page.

Longterm: Students will attend after school programs. Student strengths will be used to remediate weaknesses.

Our targeted interventions for ELLs in Science:

Newcomers: Teachers will provide manipulative and concrete/tactile materials.

SIFE: Teachers will utilize visual and auditory aids.

ELLs 4-6: Students will be taught to use highlighter to identify key words, phrases, scientific words.

SWD: Tasks will be analyzed so that concepts can be broken down and taught in small chunks.

Longterm: Students will be taught organizational skills and techniques for writing lab reports.

Our targeted interventions for ELLs in Social Studies:

Newcomers: materials will be chunked into manageable portions; teachers will adapt written text to student level.

SIFE: Students will be provided with shorter assignment and given writing templates to help develop writing in Social Studies.

ELLs 4-6: Students will be teamed with peer tutors to help them with materials.

SWD: Teachers will use the arts and technology to reinforce concepts.

Longterm: Teachers will make historical events accessible to students through the use of technology and multi-media projects.

Intervention services in our school include our guidance counselors, and SPARK. These services are conducted in English or Spanish. These services provide general school counseling; drug and alcohol prevention services; additional support programs in leadership training, college preparation and general transition into high school. Services are offered during the school day, other languages are provided when providers are available in those particular languages.

Transitional support will be provided for ELLs for up to 2 years after testing out of ESL services. Content area and ESL teachers work cooperatively to ensure that transitional students are supported through differentiated assignments. The ESL teacher supports the students in understanding content area work. These students will be ensured of receiving all appropriate ELL testing accommodations.

For the upcoming school year a new process we have implemented entails the push-in support of a certified high school Global teacher who is fluent in Chinese. We are discontinuing the practice of grouping students across the grade levels.

Our English Language Learners participate in all content area programs. ELLs participate fully in the curricula, with content area and ESL teachers providing differentiated instruction. High school curricula follows all state mandates in all subject areas.

Middle School Curriculum: ELA -- following Reader's and Writer's Project; Math - Impact Math I, II, III; Social Studies - gr. 7 & 8/US History; Science - gr 6 - Glencoe Science; gr 7 & 8 - Prentice Hall - spiral curriculum following state mandates; in addition: physical education, and a limited elective program.

High School Curriculum: ELA - principals of Reader's and Writer's project infused into curriculum; Math: gr. 9 - Integrated Algebra, Grades 10-12 - Geometry, Pre-Calculus, Calculus; Science: gr. 9 - Living Environment; gr 10 - Earth Science; gr. 11 and 12 - Physics; Social Studies : gr 9 & 10 - Global Studies; gr 11 US History; gr 12 - Brooklyn History, Economics. All students receive: Physical Education, Health Education, Electives - Art and Drama.

In order to assist our students in both academic achievement and assessment, there are a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that lead teacher works closely with teachers to support rigorous instruction.

### Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the Teacher's College Workshop Model. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA

### Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Push-In Instruction: Once a week in the 2nd semester an F-status ESL teacher pushes into classes with HS ELL students to support Regents preparation.
- Saturday Academy: Our Saturday Academy offers both remediation and enrichment in Science, Mathematics, ELA, and ESL. Additionally, regent's and SAT preparation are offered. Attendance rates are at over 90% for this outreach program.
- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Presentation Night, Awards Night, Karaoke Night and Sports & Arts Presentation. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, interpretation services are a daily help in communication between school staff and parents.

Our support services for ELLs include our guidance department, who are available to see all students. As a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that arise. In addition to guidance, the following services are available to all students, including ELLs: additional special education services if necessary based on a full educational evaluation, nurse, speech, resource room, social worker and psychologist. ELLs with IEPs are provided mandated bilingual services as per their IEP in guidance, speech, AIS, occupational therapy, physical therapy and/or SETSS.

Activities will be provided to assist newly enrolled ELLs in becoming acclimated to our school, city and country. The goal of these activities will be to enable the newly-arrived student to become comfortable in our school. Some of the activities include: newcomers' breakfast; student buddies in their content area classes. We also provide summer orientation sessions for our entering 9<sup>th</sup> grade classes.

The language elective offered to all students, including ELLs, is Spanish.

### C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - o the literacy needs of our ELL population within the prescription of the Teacher's College program.
  - o Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - o Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on our ESL staff have included:
  - o Scaffolding in the content areas
  - o Active Literacy
  - o Differentiation
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - o Quality Teaching Workshop series, which our ELA, ESL, and Social Studies teachers have attended together over the last two years.
  - o Social Studies and Technology workshop
  - o Wilson Program for Special Education teachers.

## E. Parental Involvement

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

Paste response to questions 1-4 here

Parental Involvement

Parents of ELLs participate in all aspects of the school. The school evaluates the needs of parents through conferences with them at mandated meetings such as IEPs meetings, parent orientations, and parent-teacher conferences. Our school also offers parents Curriculum Night each year, where parents have the opportunity to meet with their students' teachers, engage in curriculum exploration, and become familiar with the culture of our school. Throughout the year, parents come to the school to take part in community celebrations, including the Presentation Night, Awards Night and Sport & Arts Presentation. At these events the school and community can come together to recognize student achievements in arts and academics. The School Leadership Team and PTA meetings are held monthly, and all parents are encouraged to attend these meetings.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)													1	1
Intermediate(I)								2		5	2	2	6	17
Advanced (A)										1	4	1		6
Total	0	0	0	0	0	0	0	2	0	6	6	3	7	24

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>							1	1	1	2			1

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1			1
7	3	1			4
8		2			2
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6			1	1					2
7	3		1						4
8			2						2
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8			2						2
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	19		1	
Integrated Algebra		13		3
Geometry	3		1	
Algebra 2/Trigonometry	1			
Math				

### New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science	7	3		
Living Environment	2	4		2
Physics				
Global History and Geography	7	4	1	
US History and Government	6	4		1
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

### Native Language Tests

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

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other

assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
  - Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
  - During the extended day sessions, Identified ELL students will receive instruction in ELA to strengthen their literacy skills.
  - Small group Academic Intervention classes in ESL to target language modalities according to their needs
  - Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.
- After School and Saturday classes offered to target specific modalities and to help students on all levels familiarize students with the format of the NYSESLAT.

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

The results of the Regents and Citywide examinations indicate that the content areas are challenging for our ELLs. Academic language, content-specific vocabulary, as well as more formal grammatical structures that occur on exams and in textbooks are obstacles for the English Language Learner. Below we detail certain interventions that need to be made in order to help students reach NYS standards. For 2010-11, we are planning on the following interventions:

- monthly meetings with middle school math, science, Social Studies and ESL teachers
- professional development sessions addressing the infusion of ESL strategies into content instruction
- use of Title 3 monies to fund after school academies for newcomer ELLs and for Regents preparation
- use of Title 3 monies to fund an F-status ESL teacher to support Regents preparation
- intensive after school programs designed for SIFE students and long term ELLs
- bi-monthly meetings with parents of ELLs: focus on how they can support their children for academic success
- For alternative placement in Special Education, peer tutoring and after school programs will be provided
- For students reaching proficiency, we will offer priority in after school programs and individualized tutoring plans
- Common planning periods for ESL and ELA teachers

In examining the NYSESLAT scores for 2009-2010 it is clear that the reading and writing sections of the exam are the most challenging for our ELLs. This pattern emerges at every grade and proficiency level. More specifically, the data reveal that the vast majority of intermediate and advanced ELLs (high school and middle school) consistently scored one proficiency level lower on the combined reading and writing scores as compared with the combined listening and speaking scores.

The implications for the school's LAP and instruction are the following:

1. Literacy must be the focus for the ELL in both the ESL and mainstream classrooms.
2. We need to ensure that Title III monies be used to fund after school literacy-based activities.
3. Parental involvement needs to be cultivated as a means to helping ELLs succeed in reading and writing.

The LAP team will meet twice a year – in June, and then in September, when the most recent NYSESLAT scores are available – in order to review the LAP, and if necessary to make revisions.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **15K464** School Name: **Park Slope Collegiate**

Cluster: \_\_\_\_\_ Network:

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

**Part A: Needs Assessment Findings**

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

- At registration parents complete a language survey to receive documents in their native language.
- This data is then entered onto ATS.
- Reports generated from ATS help us determine the number and types of languages needed.
- Admit forms are then sent to the Translation and Interpretation Unit by the parent coordinator for translation and returned within a two week period.
- Students are evaluated using the NYS Lab-R examination.
- The parents of students who have been identified as ELLs choose a bilingual or free standing ELL program for their child. .
- Other useful documents are also translated.

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

Because we have identified the need to have interpretation services for some students and their families, we have hired many bilingual staff members to assist in interpreting for parents when they come to school for:

- a. Open School Night, Family Association Meetings, SLT meetings, ARIS training, and other evening school events
- b. Discipline meetings with the administration
- c. Meetings with teachers about their children's academic performance
- d. Enrollment of new students in our school.

## **Part B: Strategies and Activities**

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

All written correspondence between the school and students' families is provided in the language of their choice, which most often is in their native language. As a result, we use the NYCDOE's internal translation unit to provide translations of all school correspondence (in Bengali, Arabic, Chinese, French, Haitian-Creole, Spanish, Urdu, Russian, and Korean), including templates that we can adapt for:

- a. Announcing important meeting dates (Open School Night, SLT meetings, Family Association meetings, etc.)
- b. Special events (Talent Showcase, Culture Day, Field Day, etc.)
- c. Letters of concern about students' academic performance and behavior
- d. Letters of congratulations praising student performance and behavior
- e. Welcome packets for families explaining school rules, mission, necessary supplies, permission slips, and FAQs about school policy, which they receive upon admitting their child to our school

## f. School Progress Reports

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

Because we have identified the need to have interpretation services for some students and their families, we have hired many bilingual staff members to assist in interpreting for parents when they come to school for:

- e. Open School Night, Family Association Meetings, SLT meetings and other evening school events
- f. Discipline meetings with the administration
- g. Meetings with teachers about their children's academic performance
- h. Enrollment of new students in our school

Our guidance department also uses the NYCDOE internal interpretation unit for three-way calling with students' families for conferencing when necessary.

Through the use of our School Messenger software, we pre-record important announcements in the students' native languages and then send these messages to families in the evenings, when they are most likely to be home.

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

- The school sends documents and letters to be distributed to parents to the Translation and Interpretation Unit. Other shorter documents are translated by school staff into various languages.
- Parents are notified that interpreters will be available at Parent-Teacher Conferences.
- Signs are posted at entrances to the school building about the availability of translation services and a telephone is provided in the main office for parents who wish to use a translator. Staff members in the main office speak the school's two most common languages, Spanish and Chinese.
- Translators are provided for members of the School Leadership Team.
- Translator units are provided to parents at Parent-Association meetings in several languages.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Park Slope Collegiate	DBN: 15K464
Cluster Leader: Knecht, Doug	Network Leader: Kathy Pelles
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 46 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 7

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: There is a need for the ESL and General Education teachers to plan and collaborate in a consistent way so that our program is cohesive and seamless. Time will be provided for a certified f-status ESL teacher to provide professional development and planning during content area teachers' preparation periods beginning in December; 5 days a week, from 11:45 -12:45 pm. ESL and content area teachers do not team teach, but they serve the same students and ESL teachers do, on occasion, push-in to content area classes. The ESL teacher will work individually or in pairs with content area teachers on scaffolding strategies for our ELL's. When our teachers present a new concept to ELLs it is essential that links are made to the students' background experiences or to past learning. This link should not be inferred but must be made explicitly. Teachers will work on making connections with what students are going to learn with what they have already learned. This will be done through KWL charts, student journals, reviews of previously learned information, and information charts. Teachers will develop background knowledge, deliver content that is contextualized, and use gestures, pictures and realia to make input comprehensible. The teachers will provide plenty of visual clues to meaning and assign "hands-on" tasks. Visuals include pictures, photographs, realia, maps, graphic organizers and charts. Hands-on activities that help ELLs are collaborative projects such as mobiles, murals, demonstrations, science experiments, timelines, and pictures with labels. All the teachers will give clear, simple directions to ESL students, break complex directions down into simple steps, and ask students to retell, in their own words, what the teachers are asking them to do before they attempt a task.

1. We will also extend the school day due to the achievement gaps in teaching and learning. This program will take place after school and will target the development of basic communicative skills. Up to 20 students from grades 6-12 will work with two of our fully certified ESL faculty. The language of instruction will be in English with native language support. The Rosetta Stone interactive program and other online tools will be used to assist our students. The teachers will work directly with individual students to help them practice with their speaking skills. Our newcomer students are often timid in class and hardly participate. This program will give them an opportunity to speak and share their thoughts while developing their English skills.

2. These ESL classes will take place 2 days a week for one hour and a half after school from 3:30 to 5:00 pm for a total of 36 sessions. This program will start in January and continue until the second week in May. These classes will give newcomers and beginners more confidence and more practice with content and basic communications. In addition to reviewing content with their teachers, the students will do various speaking activities that include, but are not limited to, role playing, oral presentations, interviews, and dialogues.

3. In addition to the PM program for beginners and intermediate ELL's, Regents Prep courses in Global

### Part B: Direct Instruction Supplemental Program Information

History, U.S. History, and Living Environments team taught with ESL and content area faculty will be provided after-school for high school ELL students. The program will comprise two one hour sessions per week for 12 weeks. The program will consist of 24 total session and would require 5 total staff members. The program will run on Mondays and Wednesdays, 3:30 - 4:30 from February - June. Instructional materials will include Princeton Review Regents prep books, regents prep websites like [www.regentsprep.org](http://www.regentsprep.org) and classroom teaching materials.

### Part C: Professional Development

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

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

Begin description here: On the first Thursday of each month from April 1st to June 30th from 3:30-5:30 there will be a study group meeting that focus on best practice for ELLs to support ELLS in the school and in the Title III program. They will meet for 3 sessions. They will use the following text: Classroom Instruction That Works with English Language Learners by Jane Hill.

In addition to the book, the study group meeting will focus on the following topics:

- o Second Language Acquisition and linguistics/methodologies across the curriculum which facilitate achievement as measured by the NYSESLAT, English Regents, and Global History Regents, as well as Middle School English and History exams.
- o Incorporating technology for ELLs across the curriculum. Discussions will focus on ways to use film, photography, cell phones, laptops and ipads in order to provide scaffolds for students from newcomers to Advanced level students. We will discuss, at length, the process of testing which occurs for ELLs within 10 days of enrollment, the NYSESLAT and how to bolster student achievement in ELA and History NYS Regents and Middle School Exams.
- o Peer critiques of teacher-generated differentiation strategies for ELLs for Beginners, Intermediate, and Advanced students.

The study group will include the ESL teacher, Jennifer Miller, as well as 7 English teachers and 3 Social Studies Teachers, all of whom work with ELLs.

### Part D: Parental Engagement Activities

#### Part D: Parental Engagement Activities

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

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

Begin description here: In order to support parents of ELLs, the ESL teacher, Jennifer Miller, will present a series of workshops for parents that will focus on how to academically support their ELL children.

Parent engagement activities will be conducted April 15th- June 15th, and will include:

Supporting ELLs on the Road to College and/or April 16th at 6:00pm

Preparing ELLs for Regents May 21 at 6:00pm

Maintaining Gains for ELLs: How to Support your ELL Child with Reading through the Spring and Summer June 18 at 6:00pm.

ELL Presentation Night: Fifteen high school students participate in creating plays about tolerance, bias, racism, and sexism and other social issues of the day. Students will present to ELL parents at PSC on the last Thursday of each month starting in April, 2012 from 6:00 - 8:00. Plays will be performed in their native languages and in English. Parents will be notified via phone calls conducted in their respective home languages and/or in English as appropriate. A presentation will be made by ESL teacher (Miller) and ELA teacher (Siegel) as to how parents can help their students learn English at home through: use of technology, reading to their children, and accompanying children to museums, libraries, etc.

This will also facilitate interaction among ELLs' parents and the faculty and administration, who will serve as audience members. These plays will be performed in the Teachers' Lounge of PSC.

Parents will be notified of all events through letters sent home and phone calls.

#### Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		