



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PARK SLOPE COLLEGIATE

DBN (i.e. 01M001): 15K464

Principal: JILL BLOOMBERG

Principal Email: JBLOOMB@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: KATHY PELLER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jill Bloomberg	*Principal or Designee	
Colleen Siegel	*UFT Chapter Leader or Designee	
Nikiesha London	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Veronica Vega	Member/ Teacher	
Melissa Moscovitz	Member/ Parent	
Nicola Lashley	Member/ Parent	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 15K464

School Configuration (2013-14)					
Grade Configuration	06,07,08,09,10,11,12	Total Enrollment	379	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	2	# Integrated Collaborative Teaching	47
Types and Number of Special Classes (2013-14)					
# Visual Arts	20	# Music	10	# Drama	9
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.1%	% Attendance Rate			84.8%
% Free Lunch	75.4%	% Reduced Lunch			9.2%
% Limited English Proficient	11.5%	% Students with Disabilities			17.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			38.0%
% Hispanic or Latino	46.1%	% Asian or Native Hawaiian/Pacific Islander			7.6%
% White	5.5%	% Multi-Racial			0.3%
Personnel (2012-13)					
Years Principal Assigned to School	8.34	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			6.8%
% Teaching with Fewer Than 3 Years of Experience	12.1%	Average Teacher Absences			14.3
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.8%	Mathematics Performance at levels 3 & 4			3.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			43.5%
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	67.8%	Mathematics Performance at levels 3 & 4			45.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			39.0%
6 Year Graduation Rate	72.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
<p>1. Our staff has engaged in frequent cycles of classroom observations utilizing Danielson's Framework and administration has provided viable feedback in order to increase effective instructional practices</p> <p>2. Math teachers are able to implement Common Core aligned unit tasks that ask students to demonstrate fluency, application and conceptual understanding.</p> <p>3. ELA, Social Studies and Science teachers are able to implement Common Core aligned tasks that ask students to demonstrate writing opinions and argument response to informational texts.</p> <p>4. The majority of our students have engaged in Collaborative Problem Solving as an alternative to the Suspension process which has resulted in more than a 50% decrease in the suspension rate overall.</p> <p>5. Our overarching belief that all students can and will attend college is shared by administration and staff and communicated to our parents and students, raising expectation levels in the entire community which has resulted in improvement in our HS student credit accumulation.</p>			
Describe the areas for improvement in your school's 12-13 SCEP.			
<p>1. We need to continue student accumulation of credits.</p> <p>2. We need for our teachers to continue to improve their questioning technique in order to further challenge our students to engage in critical thinking and analysis</p> <p>3. We need to continue having embedded checks for understanding in all classroom instruction.</p>			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
We continue to explore avenues for increasing participation of our parent community in participation in our SLT and other activities that encourage their participation in order to have more participation in the development of CEP.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
All 12-13 goals were implemented and successful.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
The creation of the SCEP so late AFTER the school year begins is always a challenge when reflection, evaluation and preparation happen long before school starts anew. Even before the school year began, staff & administration had to decide among so many MOSL's and make a choice of which one best fit the philosophy of our school which was quite difficult. Next, the new Common Core aligned resources came after the start of school thus not allowing teachers to become oriented with them nor be able to prepare effectively. Lastly, the completion of initial conferences by administration so soon after school started as well as implementing ADVANCE added another challenge in implementing our SCEP.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Our graduation rate for our Hispanic population was lower than 60% which includes our ELL and Special Education population.			
Describe how the school leader(s) will communicate with school staff and the community.			
Information is communicated by administration through our monthly SLT meeting, monthly PTA meeting, Performance Night, Curriculum Night, Open House, MS & HS Tours, Parent Teacher Conferences and our annual retreat.			
Describe your theory of action at the core of your school's SCEP.			
We believe that our mission is to prepare students for college. We also believe that students want to succeed and that it is our job to teach them the necessary skills in order to prepare them. We believe that a strong vision shared by staff, students and parents combined with strategies to give teachers the tools to prepare, students the tools to engage and parents the tools to partner will move our school forward.			
Describe the strategy for executing your theory of action in your school's SCEP.			
<p>1. Creation of action plan for each goal.</p> <p>2. Assessing the plan at the benchmarks and determining how we are doing at meeting our goals.</p> <p>3. Providing adequate time throughout the school year to reflect on the plan and how effectively we are meeting the goals.</p>			

4. Providing the staff with resources and development in order to implement the action plans such as ADVANCE, Common Core Implementation, Collaborative Problem Solving

List the key elements and other unique characteristics of your school's SCEP.

1. The creation of a steering committee to create an update revision.
2. The opportunity for our teachers to participate in a study group on layered curriculum.
3. The creation of Teaching Assistant Scholars Program.
4. Continued implementation of Collaborative Problem Solving to assist in the areas of safety & respect
5. Increase use of Engrade Pro as a way of providing transparency of student academic progress for our students and their families

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

Our regular monthly meetings (grade team, department team) provide time for our staff to come together to reflect on how the plan is going, to evaluate the effectiveness on our action plans, and to assess whether we are meeting our bench marks. Our professional development centers around providing our teachers with the resources and development they may need in order to execute the plan successfully.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Establish a coherent vision of school improvement that is reflected in a short list of focused, data-based goals that are tracked for progress and are understood and supported by the entire school community.							
Review Type:	Quality Review	Year:	2012-2013	Page Number:	7	HEDI Rating:	Developing

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) 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.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, a Vision and Mission Steering Committee comprised of faculty, parent and student leaders will update Park Slope Collegiate’s vision and mission statements and a plan for integrating it into the school culture..

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> ▪ Strategies/activities that encompass the needs of identified subgroups <ol style="list-style-type: none"> 1. Focusing on parent engagement and leadership development, we will employ the community-building and values definition strategies we’ve learned through our work with restorative approaches to develop a common vision that reflects our commitment to diversity and college preparation. 2. Activity – Every other month, school leaders will convene to make plans and share practices. 3. Activity – The committee will produce an updated vision and mission statement. 4. Activity – The committee will create 3-4 plans for teachers to implement in weekly circles with students.
<ul style="list-style-type: none"> ▪ Key personnel and other resources used to implement each strategy/activity <ol style="list-style-type: none"> 1. School administration, PTA president, staff developer. 2. PTA officers, school administration, teacher grade team leaders and lead teachers and student leaders 3. PTA officers, school administration, teacher grade team leaders and lead teachers and student leaders 4. PTA officers, school administration, teacher grade team leaders and lead teachers and student leaders
<ul style="list-style-type: none"> ▪ Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity <ol style="list-style-type: none"> 6. By January we will consult with a staff developer from Morningside Center for Teaching Social Responsibility to prepare for steering committee meetings. 7. By June we will have held at least five meetings of the vision and mission steering committee 8. By June we will disseminate an updated version of our vision and mission statement to all constituencies 9. By June student circles will have conducted at least three sessions designed by the committee
<ul style="list-style-type: none"> ▪ Timeline for implementation and completion including start and end dates <ol style="list-style-type: none"> 1. October – January 2. October – June 3. October – June 4. March - June
<ul style="list-style-type: none"> ▪ Describe programmatic details and resources that will be used to support each instructional strategy/activity <ol style="list-style-type: none"> 1. A staff developer from Morningside Center for Teaching Social Responsibility will spend one day (or 2 half days) working with the administration and parent leaders to plan and prepare for meetings in which parents and staff collectively define the school’s vision and mission for an inclusive welcoming community with communication and professional development centered on student success and learning. 2. No cost associated 3. No cost associated 4. A staff developer from Morningside Center for Teaching Social Responsibility will spend two days (or 4 half days) working with teachers and student circle leaders to

implement plans. In these 4 sessions for 3 hours each 4 teachers and 15 students will engage in professional development around strategies for social and emotional learning.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Deepen alignment of assessment and grading practices to chosen standards in order to strengthen student mastery and achievement at the school level and on standardized assessments.

Review Type:	Quality Review	Year:	2013-2013	Page Number:	5	HEDI Rating:	Effective
---------------------	----------------	--------------	-----------	---------------------	---	---------------------	-----------

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Between 10 and 15 teachers will participate in a weekly study group on layered curriculum beginning January 21 and ending June 3 which will result in a minimum of four units per teacher that include daily lesson plans and a menu of assessments from which students will choose. The menu will clearly communicate to students and parents the activities and learning required to meet standards and to exceed standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – teachers will meet for 20 weeks to study Kathy Nunley’s text on layered curriculum that aligns assessment and grading practices and defines levels of student mastery
2. Activity – teachers will create layered unit plans including assessments.
3. Kathy Nunley will lead staff development workshop on June 5. This workshop will address the basic tenets of layered curriculum which embeds differentiation and mastery grading into teachers’ curricula and lesson plans.
4. Activity – teachers will present plans at faculty retreat organized for 17 - 20 teachers on the weekend of May 16-18 at the Edith Macy Conference Center.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead teacher, teacher per session, Nunley text and workbooks
2. Lead teacher, teacher per session, Nunley text and workbooks
3. Conference day, fee for Nunley
4. Retreat at Edith Macy Conference Center for faculty and parents

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 10 teachers will participate weekly study group with lead teacher that will result in
2. a minimum of 4 unit plans per teacher that will be implemented the following school year.

3. Full faculty attendance at Nunley PD will introduce remaining faculty to layered curriculum
 4. at least 5 teachers will present plans in professional development at a faculty retreat in May to build internal capacity and communicate with parents
- D. Timeline for implementation and completion including start and end dates**
1. Meetings will begin January 21, 2014 and end June 3, 2014.
 2. Teachers first unit will be complete by March 1 and 4 units by June 25.
 3. June 5 conference day
 4. May 16-18 retreat at Edith Macy Conference Center
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Lead teacher salary, per session rate for 10 teachers, texts
 2. Lead teacher salary, per session rate for 10 teachers, texts
 3. Nunley presentation including her contract
 4. Contract for faculty retreat for 17 teachers and 5 parents for 3 days and 2 nights at the Edith Macy Conference Center

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core				
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments	x	PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI	X	PF Supporting Great Teachers & Leaders				

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen tracking of long and short range school goals that are shared with all constituents, in order to monitor progress and adjust ongoing school improvement efforts to increase student outcomes specifically to improve Regents Pass Rates and % at College Readiness Threshold for Mathematics and Science Regents exams.

Review Type:	Year:	Page Number:	HEDI Rating:
QR and HS Progress Report	2012-2013	QR p. 6 and PR 2 and 8	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.

X	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture	x	4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

50-60 9th and 10th grade students who scored between 55 and 85 on the Algebra, Living Environment or Chemistry Regents exams will serve as Teaching Assistant Scholars (TAS) with 1 Algebra teacher, 1 LE teacher and 1 Chemistry teacher in their classes one period a day and meet again with that teacher and the other TAS one period a day to boost their own progress on the Regents exams to the college readiness threshold and to improve the progress of the students in the classes they serve.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – Three teachers (Integrated Algebra, Living Environment and Chemistry) will participate in PERC summer professional development
2. Activity – Teachers will identify and select eligible TAS students
3. Activity – TAS students will be programmed for daily PERC class and daily TAS class throughout the school year.

4. Activity – Teachers will participate in quarterly PERC PD sessions at Hunter College
B. Key personnel and other resources used to implement each strategy/activity
1. 1 Algebra, 1 Living Environment and 1 Chemistry PERC teacher
2. 1 Integrated Algebra, 1 Living Environment and 1 Chemistry teacher
3. School programmer TAS students
4. 1 Algebra, 1 LE and 1 Chemistry teacher
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Full attendance by 3 teachers at PERC PD
2. 10-20 TAS for each course
3. programming of TAS in Alg, LE and Chem courses and in TAS class
4. 75% of TAS scoring 85 or better on corresponding exam
D. Timeline for implementation and completion including start and end dates
1. PERC PD begins in July 2013 and continues through July 2014
2. TAS selected by end of September 2013
3. TAS classes begin in September 2013 through June 2014
4. June Regents administration 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Per diem coverage for 3 teachers on 4 PD days
2. 1 School Programmer 2 hours per week per session
3. 3 PERC teachers
4. 1 additional teaching period per day for 2 PERC teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core			
	PF ELT	x	PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement			
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).										
In response to the questions related to , "Do students feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning?" over 30% answered in the negative.										
Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	10-11	HEDI Rating:	Developing			

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.									
X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health						
	5.4 Safety		5.5 Use of data and student needs						

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
--	--	--	--	--	--	--	--	--	--

Improve student sense of physical and emotional well-being as measured by a 0.5 point increase on the student response on the 2013-2014 learning environment survey in areas of engagement and safety & respect.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – maintain weekly circles across all grades
2. Activity – train group of student circle leaders
3. Activity – maintain Collaborative Problem Solving (CPS) study group
4. Activity – implement circles as intervention strategy for struggling students

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers and 20 student circle leaders
2. Lead teacher, staff developer from Morningside Center, 20 student circle leaders
3. Lead teacher, 5-10 teachers in CPS study group, Consultant from Think Kids on CPS
4. Classroom teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Weekly meetings of circles
2. Bimonthly meetings of student circle leaders
3. Weekly CPS study group
4. Grade team circles four times a year with struggling students

D. Timeline for implementation and completion including start and end dates

1. Student circles September – June
2. Student circle leader group September – June with Morningside support from January - May
3. Weekly study group beginning September through May
4. Two meetings in each semester

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Lead teacher,
2. Lead teacher allocation, 3 days of PD with Morningside Center
3. Lead teacher allocation, per session rate for teacher participants, 3 consultations with ThinkKids for CPS study group
4. Classroom teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
X	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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 in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen tracking of long and short range school goals that are shared with all constituents, in order to monitor progress and adjust on going school improvement efforts to increase student outcomes. 13% of parents disagree that they are well informed about their child's learning.

Review Type:	Quality Review and LES	Year:	2012-2013	Page Number:	6 (QR) and 5 (LES)	HEDI Rating:	Developing
---------------------	------------------------	--------------	-----------	---------------------	--------------------	---------------------	------------

Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities	X	6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Increase effective use of Engrade and homework systems to improve student, parent and teacher tracking of academic progress as measured by 5% increase in the percentage of parents who agree with the level of communication as measured on the 2013-2014 Learning Environment Survey.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. More consistent use of Engrade by teachers, students and parents will engage all constituents in school improvement efforts
2. Activity – upgrade from Engrade to EngradePro
3. Activity – train all teachers on EngradePro resources with initial PD and teacher-led best practices PD
4. Activity – create school newsletter and website

B. Key personnel and other resources used to implement each strategy/activity

1. Program coordinator to be systems manager for EngradePro and Grade team leaders to monitor teacher use of EngradePro
2. Program coordinator to be systems manager for EngradePro
3. Classroom teachers and Engrade professional developer
4. PTA

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. All teachers complete calendars and major assignment entries at the beginning of each marking period with 75% of students log in to EngradePro at least 2 times per marking period and 50% of parents log in to EngradePro at least once each marking period
2. Shift from Engrade to Engrade Pro by November 2013
3. One PD session with Engrade Pro by November 2013
4. Reactive website and publish monthly newsletter PSC Pulse

D. Timeline for implementation and completion including start and end dates

1. All teachers complete calendars and major assignment entries at the beginning of each marking period
2. EngradePro upgrade by November 1, 2013
3. Initial PD on EngradePro by November 15
4. Website active by November 2013 and PSC Pulse published monthly beginning November 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Lead teachers and Per session for program coordinator
2. Upgrade to EngradePro
3. Included in upgrade to EngradePro
4. Mailing supplies and postage

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy		Title IA		Title IIA		Title III		Grants
----------	---------------------	----------	-----------------	--	-----------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	X	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>1. Princeton Review Interim Assessments 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>2. Teachers College Reading & Writing curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teacher College Assessment Packet and Fountas & Pinnel via the Guiding Readers & Writers plan.</p> <p>3. SkillsTutor 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>3. Achieve 3000 is a web-based online literacy program that provides individualized differentiated literacy instruction for the entire student population including ELL’s and Special Education</p>	<p>1. Delivery of Princeton Review Interim Assessments is provided in whole group, one-to-one and small groups.</p> <p>2. Teachers College Reading & Writing is provided in whole group, one-to-one and small groups.</p> <p>3. SkillsTutor is provided in one-to-one.</p> <p>3. Achieve 3000 is provided in whole groups, small groups or one-to-one.</p>	<p>1. Princeton Review Interim Assessments are utilized in the ELA curricula during the school day.</p> <p>2. Teachers College Reading & Writing is utilized in the ELA curricula during the school day, during ELA Saturday program and during Extended Day.</p> <p>3. SkillsTutor is utilized during the school day and during the after school program</p> <p>3. SkillsTutor is utilized during the school day and during the after school program</p>

Mathematics

1. Essential Skills Foundations (Kaplan) 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.

2. Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon) 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.

3. We are using **SkillsTutor** for improvement in Math. 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.

1. Essential Skills Foundations is provided in whole group and small groups.

2. Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon) is provided in small groups or on-to-one.

3. SkillsTutor is provided one-on-one.

1. Essential Skills Foundations is utilized during in the math curricula during the school day.

2. Mathematics Skills Intervention Kit Grades 6 -9 (Globe Fearon) is utilized in the math curricula during the school day.

3. SkillsTutor is utilized during the school day and during the afterschool program.

<p>Science</p>	<p>Small Group Tutoring 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</p>	<p>Tutoring is provided in one-on-one or in groups of no more than 10 students</p>	<p>Tutoring 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>
<p>Social Studies</p>	<p>Small Group Tutoring 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</p>	<p>Tutoring is provided in one-on-one or in groups of no more than 10 students</p>	<p>Tutoring 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>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>1. We recommend that all at risk students receive both emotional and academic counseling by the guidance counselor who also sits in on any teacher/parent conferences.</p> <p>2. Collaborative Problem Solving is an approach designed to address behavioral problems by teaching students' the skills they lack which contribute to their misbehavior.</p>	<p>1. Emotional and academic counseling is provided one-to-one, in small groups and groups of no more then 10 students.</p> <p>2. Collaborative Problem Solving is provided on a one-to-one basis</p>	<p>1. Emotional and academic counseling 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>3. Collaborative Problem Solving 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>

**Title I Information Page (TIP)
For School Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our lead teacher program helps retain highly qualified staff and our professional development and staff leadership strategies both attract and retain highly qualified staff.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Lead teachers, participation in network lab sites, participation in TCRWP for literacy, the Urban Memory Project for social studies and Peer Enabled Restructured Classroom for math and science all address the CCSS and engage teachers in regular PD.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
A coordinated structuring of academic programs with social-emotional programs guarantees that all consolidated funds are integrated into meeting the needs of all students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
All teachers meet independently of and together with the administration to agree on appropriate assessments and professional development.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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 6th and 9th 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:
 - 6th Grade/9th 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

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- 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.

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

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

Part I: School ELL Profile

A. School Information

District 15	Borough Brooklyn	School Number 464
School Name Park Slope Collegiate		

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

Principal Jill Bloomberg	Assistant Principal Carla Laban
Coach type here	Coach type here
ESL Teacher Jennifer Miller	Guidance Counselor Fiordaliza Parziale
Teacher/Subject Area Jill Sandusky	Parent Melissa Moskowitz
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	2
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	382	Total number of ELLs	44	ELLs as share of total student population (%)	11.52%
--	------------	----------------------	-----------	---	---------------

Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
SELECT ONE							1	1	1	1	4	2	3	13
SELECT ONE														0
Total	0	0	0	0	0	0	1	1	1	1	4	2	3	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	44	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	8
SIFE		ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	5

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	29		2	10		3	5		3	44
Total	29	0	2	10	0	3	5	0	3	44

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2	3	5	5	6	2	3	26
Chinese								1			4			5
Russian														0
Bengali							1			1	2			4
Urdu														0
Arabic									1	3	1		1	6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	4	6	9	13	2	4	41

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							2	2	3	4	1	1		13

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)						2	1	3	4	4	6	1	1	22
Advanced (A)						1	1	1	3	1	0	1		8
Total	0	0	0	0	0	3	4	6	10	9	7	3	1	43

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

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

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	1								1
6	1								1
7		6							6
8	2	5	1						8
NYSAA Bilingual (SWD)		1							1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		7						8
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		1	
Integrated Algebra	8	12	1	6
Geometry	8		2	
Algebra 2/Trigonometry	3		1	
Math				
Biology				
Chemistry	1		1	
Earth Science				
Living Environment	4	9		2
Physics				
Global History and Geography	3	8		2
US History and Government		3		3
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This year we are using the formative assessment developed by TCRWP. The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the Reading Workshop. The assessments provide an analysis of comprehension, miscues, and, fluency (fluency is only assessed for Levels J-Z). This data, along with that culled from our extensive intake interview process, show that our students enter our program with a wide variety of prior schooling, academic skills, and literacy skills (in both English and their native languages). This data provides teachers with the information they need to properly differentiate their content area, project-based curricula, which is delivered to a student population that is heterogeneous on many fronts. Also, we use the LAB-R and the NYSESLAT to provide ourselves with important quantitative information. Decoding for Advanced ELLs is not an issue -- comprehension is; we differentiate instruction to meet their varied needs through use of an array of levels of texts, conferencing, and carefully assigned student groups.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In examining our latest LAB-R and NYSESLAT scores it is clear that the reading and writing sections of the exam are the most challenging for our ELLs. The 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 as compared with the combined listening and speaking scores.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

These patterns indicate a need to work on student writing.

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

Overall, the ELLs are not faring as well as their non-ELL counterparts. They are doing better in math than they are in ELA, science, and social studies. There is definite need to improve their literacy skills. We are using the results fo the ELL Periodic Assessments to analyze needs of each student. Strategies for differentiation are closely analyzed, with the ESL teacher conferencing with teachers across the grade levels and content areas. The school is also using the periodic assessments to determine which skills to focus on more in our free-standing ESL program. The ESL teacher has made instructional plans for students found to be in need of literacy development. She is held accountable for execution of these plans through the observation process as well as through mid-year planning conferences with the principal.

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

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Based on students' proficiency levels as measured on the LAB-R and the NYSESLAT a host of instructional decisions are made. A child's educational history/background is carefully examined in order to shape instruction. We carefully analyze a number of ATS reports including: biographical data reports, individual student profiles, SIFE reports, Place of bith report and history reports.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We carefully evaluate the success of our programs for ELLs by carefully comparing student growth in terms of language proficiency as measured on the LAB-R and the NYSESLAT. We examine whether a students has grown in terms of a growth in levels; or growth

within a level. We regularly examine data using ARIS and use rubrics that integrate ELA and ESL performance standards for reading and writing throughout the year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At PSC there is a carefully implemented steps taken to ensure English Language Learner identification and placement. The following steps regarding identification, parent choice, and student program placement occurs within ten days of the student's enrollment. When parents first enroll their child at Park Slope Collegiate our school administers the Home Language Identification Survey, which includes an interview with the parent and child. Currently, a student is considered to have a home language other than English when 1) one question on the HLIS Part I: questions 1-4 indicates that the student uses a language other than English, and 2) two questions of the HLIS Part I: questions 5-8 indicate that the students uses a language other than English, and 3) the interview with the parent and student indicates a language other than English. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can ask and have their questions answered in their preferred language. Jennifer Miller, the ESL teacher completes the HLIS form with the parent and ensures entry of this information in the designated ATS screen. Completed HLIS forms are placed in the student's cumulative file and remain a part of the student's permanent record. If the HLIS indicates that a language other than English is spoken in a child's home, the child is administered the LAB-R to determine the English proficiency level. Students who score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. All new entrants to a NYC public school who have a home language of Spanish and score below proficiency on the LAB-R must be administered the Spanish LAB once at the time of initial enrollment during the same testing period to determine language dominance for instructional planning in providing bilingual and ESL services.
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.
Parents are the sole determinants of the programs their children receive, initially and in subsequent years. When a new ELL enrolls, ESL teacher, Jennifer Miller informs parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school. To inform parents of these options, Jennifer Miller provides parents of newly enrolled ELLs with a parent orientation where they view the Parent Orientation video (which explains the three program options and is available in 13 languages). During the orientation Parents are the sole determinants of the programs their children receive, initially and in subsequent years. Schools are required by law to notify parents of their child's eligibility for ELL services and schools may not refuse admission to zoned students or students assigned by the DOE's Enrollment Office based on their ELL status or program needs. When a new ELL enrolls, schools must inform parents of the three instructional models available in New York City, regardless of whether the preferred model is currently offered in the school.

To inform parents of these options, Jennifer Miller provides parents of newly enrolled ELLs with a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in 13 languages). During the orientation, she also provides information on standards and assessments.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
Once parents are informed of all three program options at the parent orientation, PSC provides parents with a Parent Survey & Program Selection Form, on which parents indicate their program choice. Our ESL teacher is responsible for entering parent

choice as indicated on the Parent Survey & Program Selection Form in the designated screen in ATS (ELPC) as forms are completed. (Note: the parent's first choice is entered, regardless of whether that choice is currently offered at our school.) The Parent Survey and Program Selection Form is a formal record of the parents' preference of ELL program for their child, and is retained in the student's permanent record and accessible for State or City audits and reviews. ELLs must be placed in the parents' program of choice within ten days day of enrollment

Program Selection forms are collected at the time of the parent orientation, within ten days of enrollment. Copies are made and filed in students' ELL folders in the ELL office. The originals are kept in a folder in the main office. Our ELL teacher keeps a checklist of all students to ensure that all Program Selection forms are returned and to keep track of the programs that were requested. She periodically reviews this checklist to make sure that it is complete and to review the numbers and trends of selection choices. If all Program Selection forms have not been submitted by the end of September, individual calls, in the native language using multilingual staff members and the DOE interpretation service, are made to families to urge them to return the letters to school. If the call is not successful, parents are asked to come in to school to complete the form. For students coming from NYC junior high schools and middle schools, their Program Selection forms will be sent to PSC in the student folders. If the selection forms are missing, our ESL teacher will call the schools to retrieve the necessary documentation.

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. Students are placed in our ESL program based on parents' requests through the Program Selection forms. These forms are written in the native language of the parent. If a parent/guardian requests a TBE or Dual Language program, and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they may consider other program choices in another school.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

All ELLs, as identified through various ATS reports such as the RLER, RLAT and RNMR, take the NYSESLAT during the spring testing period as required by NYS regularions. Students who are absent for any part of the test are tested during a series of make-up sessions. The school's goal is always to test every ELL in the school. Jennifer Miller, the ESL teacher administers the NYSESLAT. She pulls eligible students from classes individually, over the course of the specified six week exam administration period, to complete the Speaking component. The Listening, Reading and Writing components are all administered during class time by Ms. Miller. For example, on Wednesday all ninth through twelfth graders may complete the Listening portion in their second period classes. On Thursday, they may complete the Reading component, and on Friday the Writing component. Our Testing Coordinator, Veronica Boyhan, organizes the exam, including the distribution and collection of all testing materials.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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. For the remaining two percent of parents who request a TBE or Dual Language Program, and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they can consider other program choices in another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Park Slope Collegiate employs a freestanding ESL program – hence, all ELLs receive all instruction in English with native language support. The program model is ungraded and heterogeneous. 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.

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)?

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 Beginning level students receive 540 minutes per week of ESL services; intermediate level students receiving 360 minutes per week of ESL and advanced-level students receiving 360 minutes of ESL services per week.

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

Content area courses are delivered in heterogeneous 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. We use a sheltered instructional model with content area teachers applying methodologies informed by their understanding, training in teaching ELLs. Students are part of grade teams which work together to develop curriculum and materials to scaffold information for ELLs in order to meet the demands of the Common Core Learning Standards.

I

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

Our curriculum incorporates the use of native language in many different ways. Students may work in native language groups to complete certain tasks and then come back to a mixed language group to share their findings or results. When possible, students may present their findings in their native language to an audience of the same language. This leads to an Advanced student translating all of the group's answers to Jennifer Miller, the ESL teacher. She informally evaluates these discussions, documenting them on conference notes. The vast majority of our ELLs are L1 Spanish speakers; oftentimes Socratic Seminars will take place in History, ESL and ELA classes in both English and Spanish in order for different proficiency leveled students are formally evaluated. The evaluation is centered on students' use of accountable talk -- which is taught and translated to all of our ELLs of all language groups.

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

Our schools ensure that ELLs are appropriately evaluated in all four modalities in a number of ways. The ELL teacher uses thematic units which provide many opportunities to assess students' reading, writing, speaking and listening acquisition. She also confers with the ELA department in order to provide them with strategies/scaffolds needed for ELLs. The school uses the TCRW in order to assess reading progress. Strategies often used for ELLs include modeling, audiovisuals, graphic organizers, activating prior knowledge and engaging in accountable talk.

6. How do you differentiate instruction for ELL subgroups?

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

a. SIFE students who are in need of instructional support are identified by the teachers). SIFE students are assigned for before or after school individual tutoring and after school/Saturday academic programs. In all content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes target SIFE students' needs by providing multiple strategies for the acquisition of both language and content, including: leveled reading materials, jigsaw reading, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation and QTEL strategies.

b. Newcomer ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic and ethnic backgrounds. Instruction in all classes incorporates multiple strategies for the acquisition of both language and content, including: leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers are encouraged to participate in after school programs which include various arts programs (music and visual arts) as well as literacy and numeracy building programs.

c. ELLs receiving service for 4 to 6 years of service are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic and ethnic backgrounds. Instruction in all classes incorporates multiple strategies for the acquisition of both language and content, including: leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers are encouraged to participate in after school programs which include various arts programs (music and visual arts) as well as literacy and numeracy building programs.

d. Long term ELLs are placed in heterogeneous ESL and content area classes with ELL peers of varying academic, linguistic and ethnic backgrounds. Instruction in all classes incorporates multiple strategies for the acquisition of both language and content, including: leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies. Newcomers are encouraged to participate in after school programs which include various arts programs (music and visual arts) as well as literacy and numeracy building programs.

e. Our plan for former ELLs is for teachers and the ESL teacher to confer on a monthly basis on their progress in all of their classes. Collaboratively they will plan for the use of scaffolds (such as graphic organizers, think pair shares, jigsaws, informed groupings) in order to meet the demands of the Common Core standards.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 We use translated materials when appropriate and available, as well as a range of supplemental materials at different levels so that student has access to content-based information. We also use grouping and pairings and individual conferences to help develop language skills and content knowledge. Graphic organizers, technology, flashcards, scaffolded assignments, etc.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 ICT/SETSS services ensure least restrictive setting. Within that setting, ELL-SWDs are given extra time, scaffolded assignments (shorter essays, simpler prompts, translated or illustrated texts) extended day to provide tutoring as needed. ESL class to support work in other classes, conferences between ELL teachers, SPED teachers and mainstream teachers. Expansion of curriculum maps so that lessons can be adapted to ELL-SWDs.

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

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

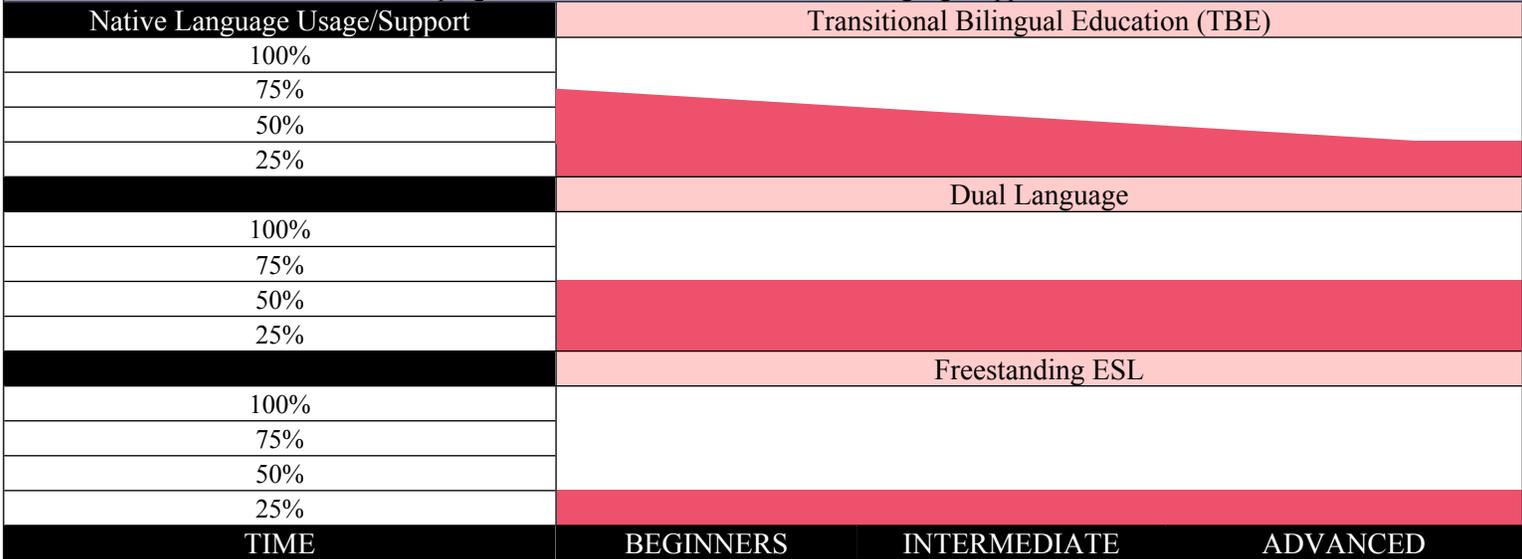
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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 purposeful 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 differentiate instruction
- Encouraging teachers to participate on professional development opportunities focusing on 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.

Implications for LAP in Mathematics Content Area:

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 differentiate 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

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

Based on ELL students' scores on the NYSESLAT and state wide exams our ELLs' need much more of a focus on Academic Language across the grades and proficiency levels.

11. What new programs or improvements will be considered for the upcoming school year?

New programs that will be considered for the upcoming school year are use of Achieve 3000 and Rosetta Stone.

12. What programs/services for ELLs will be discontinued and why?

Programs that will be discontinued for ELLs are monthly fiction book groups. We have revised this and changed it into an inquiry of a variety of current events via film clips, articles, and student presentations. We have decided that this is best because of the new Common Core Standards' focus on nonfiction and a need to improve students' academic language.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 ELLs, along with all other students in our high school are also required to participate in a partnership that PSC has with the Atlantic Theater Company. This company provides a host of objectives that greatly aid our ELLs. It provides use of academic language and basic communication skills in a manner that is inclusive of ELLs at all proficiency levels. The Atlantic Theater Company pushes students in all four modalities (listening, speaking, reading and writing) and allows drama to serve as a vehicle to lower the affective filter.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Achieve 3000, Rosetta Stone, Google Translate, bilingual dictionaries/glossaries. Texts across the content areas in both English and the student's first language.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our curriculum incorporates the use of native language in many different ways. Students may work in native language groups to complete certain tasks and then come back to a mixed language group to share their findings or results. When possible, students may present their findings in their native language to an audience of the same language. This leads to an Advanced student translating all of the group's answers to Jennifer Miller, the ESL teacher. She informally evaluates these discussions, documenting them on conference notes. The vast majority of our ELLs are L1 Spanish speakers; oftentimes Socratic Seminars will take place in History, ESL and ELA classes in both English and Spanish in order for different proficiency leveled students' formally evaluations. The evaluation is centered on students' use of accountable talk -- which is taught and translated to all of our ELLs of all language groups.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Each unit and its materials correspond to ELLs' ages and grade levels are considered very carefully during our biweekly ELA department meetings. Since these meetings consist of teachers of grades 6-12 these meetings assure appropriate support and resources.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Before the start of the beginning of the school year newly enrolled ELL students meet with the ESL teacher, Jennifer Miller. She describes our ESL program, our classes in general and gives students a brief tour of the school. She discusses the mission of Park Slope Collegiate, which is to prepare all of students for college. With Spanish speaking students/parents Ms. Miller conducts the tour in Spanish. For students of other L1s she gets the assistance of previously enrolled students with the same language.

18. What language electives are offered to ELLs?

The language electives that is offered to ELLs is Spanish.

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

Jennifer Miller, our ESL teacher, will attend a series of Lab Sites focusing on 1E+3C+2B (Instruction/Engagement/Culture) of the Danielson Rubric. These sessions are led by the Lab Site's host teacher, Anthony Koulis at Metropolitan Diploma Plus. The lab

site provides helpful information which supports ELLs as they engage in the Common Core Learning Standards. These lab sites includes various visits to classes across the curriculum which clearly have used the Common Core Learning Standards in order to shape the curriculum/daily lessons. These lessons provide students with structures used in all of the school's classes. Each lesson has a beginning, middle, and an end, with scaffolding provided by the teacher or by the activities themselves. After each visitation there are debriefing sessions where the visiting teachers receive further training on how to apply what they have seen to their own classrooms. These lab sites are on the following dates: October 16th, November 19th, December 11th, January 14th, February 11th, March 11th, April 1st, and May 6th.1.

The subject area teachers, assistant principal, para professionals, ESL teacher, guidance counselors, secretaries, and parent representaion at Park Slope Collegiate participate in various professional development activities throughout the year including collaboration with outside institutions such as Brooklyn College, Columbia University, the Whitney Museum, the Museum of Moder Art, National Endowment for the Humanities, and the Atlantic Theater Company. These professional development experiences allow all personnel to enhance curriculum and connect our students with the surrounding community through field trips and guest speakers. through field trips and guest speakers.

Our school has monthly formal study group sessions based on our ELLs needs as well as teachers' previous training in English Language Learning. This group meets on a monthly basis. Our first meeting, which will be January 17, 2014 will focus on an understanding of the process of second language acquisition, and its stages. It will also teach about basic linguistics including: syntax, morphology, phonology, and pragmatics. On February 14th the ESL teacher will lead a professional development session focused on ways to support SIFE students which will include the following strategies: activating prior knowledge, providing a print rich environment , engaging students in hands-on learning, allowing students to work in cooperative groups. On March 14th, the ESL teacher will lead a discussion of a variety of techniques she learned during Q-Tell meetings. On April 11, 2014, the group will focus on ways of providing ELLs multiple types of assessments matching students' learning profiles and lanugage proficiency to ensure that every student has an opportunity to demonstrate what he/she knows. On May 16th the group will discuss strategies of the SIOP model which would easily bolster the teaching of ELLs of all proficiency levels. On June 13th the group will focus on the myriad number of ways that iPads can foster English language learning both in and out of school.

D. Parental Involvement

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

Parental Involvement

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.

As a staff with a large number of bilingual members we regularly evaluate the needs of our parents through individualized family conferences. Our principal, Jill Bloomberg is bilingual English/Spanish and confers regularly with our ELL parents both in person during school hours, and by both receiving and making calls on her cell phone after school. This depth of interaction allows for quick, effective identification of parental needs which we implement on a case by case basis, depending on each parent's needs. In addition, there are several other bilingual staff members who consistently communicate with parents on a host of issues be they academic, emotional, social, or financial (particularly when discussing the issue of financial aid). Staff members who are bilingual English/Spanish speakers are: Fiordaliza Parciala (guidance counselor); Jennifer Miller (ESL teacher); Ivelisse Pinet (Spanish teacher); Veronica Vega (physical education teacher dually certified in ESL) and Charles Reynoso (bilingual paraprofessional). Two of our staff members are bilingual English/Arabic: our 6th grade Humanities teacher, Alla Yusef and Georgette Lutfi (special education paraprofessional).

E. Additional Information

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

At Park Slope Collegiate we collaborate with the Atlantic Theater Company, who works with general education classes that contain many ELLs to teach them basic strategies of acting, with a culminating project that include writing and performing their own plays. This partnership has dramatically bolstered students' confidence in terms of speaking and listening. As the majority of our ELLs are Newcomers, the Atlantic Theater Company provides tools which help these students' confidence levels and in turn, allow them to participate much more freely in their content area classes.

As a small school we are very successful in terms of communicating about ELLs' varied needs and strategies which help them. As a staff we have identified the different needs of our ELLs, be they SIFE, newcomers, ELLs receiving service 4 to 6 years, long-term ELLs and former ELLs. We discuss these subgroups and ways to accelerate English language learning in the quickest way possible.

In our free-standing ESL classes students are explicitly taught a host of academic content/language skills which is needed throughout the curriculum. This includes units on nutrition, persuasive writing, personal narrative, global and U.S. history.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
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 2013-2014 TO 2014-2015

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

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.

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

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 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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		