



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):

15K464

School Name:

PARK SLOPE COLLEGIATE

Principal:

JILL BLOOMBERG

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: Park Slope Collegiate School Number (DBN): 15K464
School Level: Secondary Grades Served: 6-12
School Address: 237 7th Avenue Brooklyn NY 11215
Phone Number: (718) 832-4305 Fax: (718) 788-8127
School Contact Person: Jill Bloomberg Email Address: jbloomb@schools.nyc.gov
Principal: Jill Bloomberg
UFT Chapter Leader: Colleen Siegel
Parents' Association President: Katie Mosher-Smith
School Leadership Team
Chairperson: Laurie Gaughran
Student Representative(s): Theola Carbon

District Information

District: 15 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Room 110, Brooklyn NY 11221
Superintendent's Email Address: kwatts@schools.nyc.gov
Phone Number: (718) 455-4635 Fax: (718) 455-4684

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Christopher Groll
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jill Bloomberg	*Principal or Designee	
Laurie Gaughran	*UFT Chapter Leader or Designee	
Katie Mosher-Smith	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Theola Carbon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Iorio	Member/Parent	
Lorraine Jones	Member/ Parent	
Guy Mompremier	Member/Parent	
Pam Mills	Member/Parent	
Rahsan Williams	Member/ Teacher	
Adam Kuranishi	Member/ Teacher	
Latefun Nahar	Member/Student	
	Member/	

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

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

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

The Capacity Framework and SCEP Development

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



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

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

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Park Slope Collegiate is a 6-12 school that aspires to the integration—racially, ethnically, economically and academically—that leads toward developing a just and equal society. Students develop the academic skills as well as the social/emotional skills to collaborate and work with students from all backgrounds. PSC is a small school with small classes where teachers employ clear strategies for identifying each student's academic needs within and across grade levels to ensure each student's growth. Teachers know all students and can address individual needs as well as facilitate interactions among students. The PSC middle school experience will prepare all students for a rigorous high school curriculum and the high school prepares all graduates for college.

We partner with Teachers College Reading and Writing Project (TCRWP) because we understand that literacy is foundational for learning, particularly for a school whose mission is to prepare all graduates for college. The focus of our work with TCRWP is in the middle school but all of our high school English teachers have worked with staff developers from TCRWP and have adapted much of the philosophy and teachings to the high school setting. The units of study and methodology of TCRWP are particularly well-adapted to our philosophy of heterogeneous classrooms because they identify the strategies of accomplished readers and writers and allow students to practice them just above the level of reading or writing proficiency each student possesses. Classroom libraries contain books for students below, at and above grade level and the combination of strategy instruction and reading/writing workshop allow all students to advance.

A more recent and developing initiative is our work with Layered Curriculum as developed by Dr. Kathie Nunley. Layered Curriculum is a design model that incorporates student choice in assignments, student accountability for learning rather than completion and higher order, complex thinking into the curriculum. We have been consistently recognized for creating developed "unit and lesson plans with thematic and interdisciplinary content that is aligned to the CCLS" (QR 2013-2014). Nonetheless we also need to "provide additional supports to students across all grades to supplement the existing high levels of engagement so that even more students take personal responsibility for their own learning." (QR 2013-2014) Teachers from grade 6, 9, 10, 11 and 12 are implementing Layered Curriculum.

We are in the second year of a partnership with CUNY's STEM initiative Peer Enabled Restructured Classroom (PERC). In Living Environment and Algebra PERC classrooms, students receive support from Teaching Assistant Scholars (TAS). The TAS are students who have already completed the course and achieved proficiency but not mastery on the NYS Regents exam. The TAS meet daily with the LE or Algebra teacher to study teaching methodology as well as content. In addition to providing extraordinary peer support to first-time students of LE and Algebra, the PERC program also leads to high levels of engagement and achievement among the TAS who retake the Regents exams at the end of the year.

Teaching artists from the Atlantic Theater Company (ATC) work with every student in grades 9 and 10 for 6 weeks and with 11th grade students for 8 weeks. In the 9th and 10th grades ATC partners with the ELA teachers to engage students twice a week in a writers workshop and theater workshop that culminate in an ensemble performance of a piece created from student writing. The impact on the classroom community and the social/emotional development of students is evident in the cohesiveness of their ensemble and the raw emotion of their writing and performance.

A staff developer from the Urban Memory Project works with our Senior History teacher to maintain and expand upon the curriculum of our DOE college-preparatory certified Brooklyn History class. Additionally she works with MS social studies teachers in designing CCLS-aligned projects and units.

We are in the third year of an initiative to implement weekly 40-minute Circles of 10-15 students and one faculty member. Based on our work with Restorative Approaches and the Morningside Center for Teaching Social Responsibility, this community-building and social/emotional learning initiative has led to a precipitous decline in suspensions and general improvement in school tone and culture. It is coupled with work in Collaborative Problem Solving (CPS) that is sustained and led by a lead teacher resulting in an effective system that addresses barriers to social and emotional health and academic success.

These partnerships and initiatives represent some of our greatest successes and help account for the growth we made last year in tenets 3 and 4. That growth is evidenced more in our high school than our middle school and so our key areas of focus this year will still be primarily in tenets 3 and 4 but with a concentration in our middle school.

15K464 School Information Sheet

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			89.1%
% Free Lunch	72.8%	% Reduced Lunch			7.1%
% Limited English Proficient	11.4%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander			7.7%
% White	8.2%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4			34.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			60.9%
6 Year Graduation Rate	75.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	H
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Teachers continuously revise standards-based curriculum plans with input from the school leader to ensure tasks are rigorous so students with diverse learning needs become college and career ready (2013-2014 QR Report).
- Teachers define understandings for each course (2013-2014 QR Report).
- Teachers plan units and lessons that make explicit content connections to the daily lives of their students (2013-2014 QR Report).
- PRIORITY NEED:** Provide additional supports to students across all grades (particularly the middle school) to supplement the existing high levels of engagement so that even more students take personal responsibility for their own learning. According to the Danielson Framework for teaching, “the activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourages students to explain their thinking.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all core content middle school teachers will improve their performance on component 3c of the Danielson Framework for teaching as measured by either an Effective or Highly Effective rating or a minimum 0.5 increase over their rating on that component by the end of June 2014.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
A lead teacher meets daily with two ELA teacher teams to review lesson plans, to observe teaching and to provide feedback on lesson plans and implementation.	6 th , 7 th and 8 th grade teachers responsible for general education and ICT ELA classes.	September 2014-June 2015	Lead teacher and principal.
TCRWP staff developer spends 10 days planning with and observing four ELA teachers and meeting with the whole MS faculty to improve the teaching of reading and writing strategies across the curriculum. Attendance at 10 calendar days and 10 Principals conferences	6 th , 7 th and 8 th grade teachers responsible for general education and ICT ELA classes. MS content area teachers. Principal	September 2014-June 2015	Lead teacher and principal.
Staff developer meets 10 times with social studies teachers.	SS teachers grades 6-8.	September 2014-June 2015	Principal
Staff developer meets 20 times with math and science teachers.	7-8 grade math teachers and 6-7 grade science teacher.	Jan 2015 – April 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources: lead teacher, contract with TCRWP, contract with Urban Memory Project, contract with Cunningham consultants, per diem substitute teachers for calendar days Instructional resources: classroom libraries Schedule adjustments: coordination of ELA and lead teacher schedules, per diem coverage for calendar days

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February ELA and SS teachers will have completed half of their consultancy.

By March Science and Math teachers will have completed half of their consultancy.

Teachers ratings on component 3c will either be Effective or show improvement over last year.

Part 6b. Complete in **February 2015**.

- | | | | | | |
|--|--|-----|--|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Per the 13-14 School Environment Survey, 90% of parents, 87% of teachers and 83% of students are satisfied with the school culture and our overall school satisfaction rate exceeds the city average.
 Per our 13-14 QR, “the strong belief in an inclusive culture that permeates the school results in the provision of a wide range of social and emotional supports that reinforce positive academic and personal growth for all students.”
PRIORITY NEED: Per the 13-14 SES, 20% of students in grades 9-12 do not feel they have an adult helping them plan for next steps after graduation and over 30% do not believe that students treat others with respect.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 we will see a 5-point shift in the percentage of students who according to the 14-15 SES strongly disagree or disagree with the statements that students treat others with respect and the statement that there is an adult who is helping me plan for my next steps after graduation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional 			

<p>development, and/or systems and structures needed to impact change</p> <ul style="list-style-type: none"> Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			<i>activity/strategy?</i>
All students will meet weekly for the entire school year in Circles of 10-15 students with one faculty member.	All students	Sept 2014- June 2015	Faculty and lead teachers
At least 25% of the faculty will meet for 8 sessions with a staff developer from Morningside Center for Teaching Social Responsibility to learn strategies for effective circles.	Teachers who have not participated in circles PD	Jan – June 2015	Lead teacher
All Juniors and Seniors will have the opportunity to attend 3 trips to colleges outside the NYC area between February and June 2015.	11 th and 12 th grade students	Feb – June 2015	College counselor
A study group of at least 5 teachers will meet for 10 sessions with Dr. Larry Epstein to review audiotapes of Collaborative Problem Solving sessions between PSC teachers and students.	Students identified by teachers as experiencing the greatest challenges in class and the teachers who work with them on CPS.	Jan 2015 – June 2015	Lead teacher

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human resources: Circle leaders, staff developer from Morningside, college counselor, lead teacher, consultant from ThinkKids, per session for CPS study group participants
 Schedule adjustment: 40 minutes weekly in school schedule

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
Transportation: buses for college trips													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By March at least half the PD sessions for circles and CPS will have been completed and at least one college trip completed. There is no interim School Environment Survey.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	H
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on data from our most recent Quality Review, Progress Reports, and Learning Environment Survey we have identified several priority, high-leverage goals for professional development. We have been consistently recognized for creating developed "unit and lesson plans with thematic and interdisciplinary content that is aligned to the CCLS" (QR 2013-2014). Nonetheless we also need to "provide additional supports to students across all grades to supplement the existing high levels of engagement so that even more students take personal responsibility for their own learning." (QR 2013-2014) According to our most recent LES, more students strongly agree with the statement "I need to work hard to get good grades," but that percentage is still below 60% of the student body. Additionally while over 90% of students believe their teachers support them by offering strategies, feedback and organizational skills, 35% of students surveyed are not excited by the learning.

In response, we have adopted an instructional focus on students' development of academic and personal behaviors by creating three differentiated **teacher study groups** that build on recently initiated professional learning. This instructional focus suggested in the 2014-2015 Citywide Instructional Expectations is grounded in research summarized in The University of Chicago Consortium on School Research report *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance*.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Every teacher will participate in one of three professional learning study groups on Layered Curriculum, Academic Mindsets or Learning Strategies and Feedback that meet for 80 minutes a minimum of 14 times throughout the school year.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
8 teachers, cohort 1, who participated in a Layered Curriculum study group last year will meet at least 14 times during the school year.	Teachers experienced with Layered Curriculum	Nov 2014 – June 2015	Lead Teacher
Cohort 2, 5 teachers new to Layered Curriculum, will meet at least 14 times during the school year.	Teachers new to but interested in Layered Curriculum	Nov 2014 – June 2015	Lead Teacher
9 HS teachers will meet at least 14 times during the school year in a study group on academic mindsets. They will collectively conduct action research that 3 teachers will present in a DOE Academic Behaviors Pilot.	HS teachers and guidance counselors	Nov 2014 – June 2015	Teacher in her 2 nd year as part of the DOE Academic Behavior Pilot
13 MS teachers will meet at least 14 times during the school year in a study group on learning strategies and feedback.	MS teachers	Nov 2014 – June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human resources: classroom teachers, lead teachers, guidance counselors, per diem substitutes for ABP workshops Instructional resources: Layered Curriculum texts, student work products, Schedule: Weekly PD sessions, staff retreat in May with parents

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Agenda and notes from meetings will indicate occurrence and content of meetings half of which should be complete by the start of February.

Part 6b. Complete in February 2015.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	H
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The 13-14 QR reports that parents and students stated that the principal’s belief in a diverse student population and equity in college readiness opportunities for all students attracted them to the school. It also cites specific goals set by the principal and “a constant focus on the efforts of teachers and staff to meet these goals by frequent presence in classrooms to observe and suggest needed changes to practice.” The QR cites the involvement of teachers, counselors and parents in school improvement efforts but also states, “some of the activities of this group, such as recruiting applicants, are not explicitly goal-oriented or tracked, thus there are missed opportunities to effectively harness the full potential of the entire school community.”

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

All recruitment events, leadership meetings and school-wide events will be planned and implemented by teams consisting of the principal and at least two parents and two teachers and will involve a minimum of 10 parents and five teachers across all the events as evidenced by agenda and attendance sheets.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Host orientations for new students and parents that culminate in a school-wide picnic.	New 6 th and 9 th grade families, student gov't and PTA executive	August 2014 – Sept 2014	6 th and 9 th grade team leaders; PTA executive co.
Create a recruitment committee to staff tours, open houses and fairs with parents, teachers and students	SLT	Sept 2014 – Dec 2014	Principal, student gov't sponsor, PTA executive co.
Dedicate one PTA meeting a year to a presentation by each grade to increase all parents' awareness of the school as a whole.	PTA exec. Co. and grade team leaders	Sept 2014 – June 2015	Principal and PTA presidents
Solicit input for the school newsletter the PSC Pulse from parents, administrators, faculty and students	Whole school community	Sept 2014 – June 2015	PTA president

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Human: SLT, PTA, teacher grade team leaders
Instructional: brochures, t-shirts, banners

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By February, recruitment events will be complete and half the PTA meetings complete. Attendance rosters and planning agenda should document participation.

Part 6b. Complete in **February 2015.**

<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	H
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on data from our most recent Quality Review and Learning Environment Survey we have consistently created a school atmosphere that is welcoming and encourages trust and communication. As evidenced by a well-developed on QR 13-14 1.4 we “maintain a culture of mutual trust and positive attitudes that supports the academic and personal growth of students and adults.” As per the Learning Environment Survey 90% of parents were satisfied with the school culture, 92% of parents were satisfied with the Instructional Core at our school. Additionally, 89% of parents agreed or strongly agreed that our school makes efforts to increase engagement and participation in school meeting and functions by scheduling them at different times of the day, taking into account the differing scheduling conflicts families may have.

Though the LES reports more than 90% parental approval of community and parent engagement, we see the need to improve parent engagement in response to administrators’ reports on our schoolwide grading system, EngradePro, which show less than 10% parent use and 50% student use. Additionally, as per the 13-14 QR, though academic engagement is high there remains a lack of student ownership of learning. We will attempt to increase parent and student involvement in assessment of academic progress throughout the year.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will increase parental use as measured by log-in reports from 10% to 15% and student use as measured by log-in reports from 50% to 60% of the online grading platform by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
We will purchase a contract with Skedula and facilitate a pilot transfer of our online grading platform from EngradePro to Skedula.	Parents, students, teachers	January 2015- June 2015	Programmer
The monthly PTA newsletter will increase in frequency to bi-weekly to keep the school community informed of school news/events/important information.	Parents, teachers	January 2015-June 2015	PTA President
Two family workshops regarding financial aid for college and the college application process.	High school families	March 2015	College counselor
One Career Day during which families and community members will speak to high school and middle school students about their careers and steps they took in advancing to their career.	Parents, Community members, students	May 2015	College counselor
Piloting student-led conferences in March 2015 to increase student self-assessment and ownership of learning and to increase parent engagement in the school community.	Teachers, students, parents	March 2015	Lead teacher
Circle leaders focus Circles once per marking period to monitor student progress and call parents to encourage use of online grading platform.	Teachers, students, parents	September 2014 – June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Faculty circle leaders, Programmer, PTA President, College Counselor, Parent volunteers, Community Volunteers, Skedula trainer Instructional Resource: Skedula contract, brochures Schedule Adjustments: scheduling change for Career Day, training session for Skedula for students, permits for college workshops

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.												

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

By March 2015, log-in data will demonstrate a 2 percentage point increase.

Part 6b. Complete in **February 2015**.

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The criteria for determining AIS service for grades 6 – 9 determination is based on the Citywide Assessments ELA score. Levels 1 & 2 are determined to need AIS. For grades 10 -12, Report grades and failure to pass the 11 grade ELA regents determines AIS.	<p>1. Delivery of 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 Program curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teacher College Assessment Package and Fountas & Pinnel via the Guiding Readers & Writers plan.</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</p>	<p>Princeton Review Interim Assessments are provided in whole group, one-to-one and small groups.</p> <p>Teachers College Reading & Writing Program is provided in whole group, one-to-one and small groups.</p> <p>Achieve 3000 is provided in whole groups or one-to-one.</p>	<p>Princeton Review Interim Assessments are utilized in the ELA curricula during the school day.</p> <p>Teachers College Reading & Writing Program is utilized in the ELA curricula during the school day, during ELA Saturday program and during the new UFT contractual Teacher hours.</p> <p>Achieve 3000 is utilized during the school day and during the afterschool program.</p>

		education students.		
Mathematics	The criteria for determining AIS service for grades 6 – 9 determination is based on the Citywide Assessments Math score. Levels 1 & 2 are determined to need AIS. For grades 10 -12, report card grades and failure to pass the 9 th grade Integrated Algebra regents determines AIS services.	Mathematics Skills Intervention Kit Grades6 – 9 (Globe Fearon) this kit provides skills practice in the following areas: whole numbers, decimals, number theory, fraction concepts, operations with fractions, geometry, measurements, pre-algebra basics, ratios, 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.	Mathematics Skills Intervention Kit Grades6 – 9 (Globe Fearon) is provided in small groups or one-to-one.	Mathematics Skills Intervention Kit Grades6 – 9 (Globe Fearon) is utilized in the math curricula during the school day.
Science	The criteria for determining AIS services for grades 6 – 8 determination is based on report card grades. For grades 9-12, report card grades and failure to pass the 9 th grade Living Environment regents exam determines AIS services.	Small Group Tutoring allows teachers and our SETSS 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 new UFT contractual teacher hours.	Tutoring is provided n one-on-one or in groups of no more than 10 students.	Tutoring is provided during select teacher’s lunch period, during teacher hours in the morning and for 40 minutes during afterschool.
Social Studies	The criteria for determining AIS services for grades 6-	Small Group Tutoring allows teachers and our SETSS and	Tutoring is provided in one-on-one or in groups of no more	Tutoring is provided during select teacher’s lunch

	<p>8 is determined by their report card grades. For grades 9-12, report grades and failure to pass the 10th & 11th grade Global Studies and US History regents exams determines AIS services.</p>	<p>Reading Specialist to push into content areas classrooms part of the 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 new UFT contractual teacher hours.</p>	<p>than 10 students.</p>	<p>periods, during teacher hours in the morning 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>Determination for students in need of at-risk academic services is made for students in any type of emotional, social and/or academic crisis.</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>3. Restorative Approaches (Circles) is an approach to teach communication skills and address</p>	<p>Emotional and academic counseling is provided in one-to-one, small groups and groups of no more than 10 students.</p> <p>Collaborative Problem Solving is provided on a one-to-one basis.</p> <p>Circles are provided in a group setting of 10 to no more than 15 students.</p>	<p>Emotional and academic counseling is provided at needed time during the school day or at regular designated times during the students' schedule. It is also provided during the new UFT contractual teacher hours in the mornings, Tues. – Friday.</p> <p>Collaborative Problem Solving is provided to students at a regular designated times during the students' schedule or during the new UFT contractual teacher hours during the mornings, Tues. – Fri</p> <p>Circles are provided once a week during the school day as part of each students schedule.</p>

		social and emotional issues in a collaborative setting.		
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15K464 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				27
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate		89.1%
% Free Lunch	72.8%	% Reduced Lunch		7.1%
% Limited English Proficient	11.4%	% Students with Disabilities		21.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander		7.7%
% White	8.2%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4		15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		15.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4		34.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits		74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate		60.9%
6 Year Graduation Rate	75.0%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			

15K464 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			89.1%
% Free Lunch	72.8%	% Reduced Lunch			7.1%
% Limited English Proficient	11.4%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander			7.7%
% White	8.2%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4			34.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			60.9%
6 Year Graduation Rate	75.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

15K464 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			89.1%
% Free Lunch	72.8%	% Reduced Lunch			7.1%
% Limited English Proficient	11.4%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander			7.7%
% White	8.2%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4			34.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			60.9%
6 Year Graduation Rate	75.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

15K464 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				27
Types and Number of Special Classes (2014-15)				
# Visual Arts	4	# Music	5	# Drama
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	69.3%	% Attendance Rate		89.1%
% Free Lunch	72.8%	% Reduced Lunch		7.1%
% Limited English Proficient	11.4%	% Students with Disabilities		21.1%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander		7.7%
% White	8.2%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.11
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4		15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		15.4%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4		34.1%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits		74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate		60.9%
6 Year Graduation Rate	75.0%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		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 (2012-13)				
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 (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		NO
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	NO			

15K464 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			89.1%
% Free Lunch	72.8%	% Reduced Lunch			7.1%
% Limited English Proficient	11.4%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander			7.7%
% White	8.2%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4			34.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			60.9%
6 Year Graduation Rate	75.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

15K464 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			89.1%
% Free Lunch	72.8%	% Reduced Lunch			7.1%
% Limited English Proficient	11.4%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander			7.7%
% White	8.2%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4			34.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			60.9%
6 Year Graduation Rate	75.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

15K464 School Information Sheet Key

School Configuration (2014-15)

Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	425	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	27
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	5	# Drama	N/A
# Foreign Language	4	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	69.3%	% Attendance Rate			89.1%
% Free Lunch	72.8%	% Reduced Lunch			7.1%
% Limited English Proficient	11.4%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			38.8%
% Hispanic or Latino	40.6%	% Asian or Native Hawaiian/Pacific Islander			7.7%
% White	8.2%	% Multi-Racial			0.3%
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			8.6%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			7.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	6.7%	Mathematics Performance at levels 3 & 4			15.4%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			15.4%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	68.2%	Mathematics Performance at levels 3 & 4			34.1%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	90.1%	% of 2nd year students who earned 10+ credits			74.7%
% of 3rd year students who earned 10+ credits	78.4%	4 Year Graduation Rate			60.9%
6 Year Graduation Rate	75.0%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			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 (2012-13)					
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 (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.			
x	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. 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 Classrooms for math and science as well as participation in the DOE led Academic Behaviors Pilot and teacher-led study groups all address the CCSS and engage teachers in regular PD.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

All teachers meet independently of and together with the administration to agree on appropriate assessments and professional development.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$262,195	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$67,044	x	
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	x	
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,433,771	x	

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Park Slope Collegiate**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Park Slope Collegiate** 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;

Park Slope Collegiate will support parents and families of Title I students by:

- **Conduct yearly Parent Association elections for the Executive Board**
- **Conduct monthly Parent Association meetings**
- **Provide the opportunity for parents to take on active roles on the School Leadership Team (E.g. Review and update of school mission statement, review and creation of a school selection policy, review of school budget)**
- **Hold 6th and 9th grade level orientations for parents**
- **Hold a Curriculum Night to orient parents with specific subject goals, curriculum maps and big understandings**

- **Use of the translation service or staff members to translate and distribute notices in native languages**
- **Translators are hired/staff retained to provide services at school functions and conferences**
- **Hold workshops and conferences for parents and teachers**
- **Hold regular scheduled parent and school meetings (e.g. SLT, PTA, and parent conferences)**
- **Host school events (e.g. Curriculum Night, Performance Night, Game Night, ATC Performance etc.)**
- **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 calls for attendance, ARIS, Engrade, school website)**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training (ARIS, Engrade) 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;
- 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; (E.g Curriculum Night, Parent Engagement Hours)
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
Curriculum Night,
Performance Night

Annual ATC Performance

Game Night

6th Grade/9th Grade Orientations

Middle School & High School Fairs

PSC School Tours

Parent Walkthroughs

Transcript Workshops

High School Application Workshops

Midwinter Festival

Presentation & Arts Night

Parent/Student Sports Night

Parent/Teacher Conferences

Teacher/Staff Home Visits to Families Home

Staff, Parent, Student Participation in the Annual School Retreat

- 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; **(Annual Back to School Picnic)**
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents **(Parent Room)**;
- 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;**(E.g. Engrade, ARIS, report cards)**
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; **(Engrade, PSC Website, PTA Pulse)**

School-Parent Compact (SPC)

Park Slope Collegiate, 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;
- 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;

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 Curriculum, Department level presentations at SLT mtgs.);
- 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;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child

and his/her age;

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

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: <u>Park Slope Collegiate</u>	DBN: <u>15K464</u>
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 checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

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:

Our Title III program is focused on increasing academic achievement of our ELLs. It will support the development of Academic Language and content area enrichment in U.S. and Global History as well as English Language Arts.

Our Title III after school program provides PSC English Language Learners with supplemental instruction two times a week from 3:25-4:25. The dates of this program are: December 3rd, 4th, 10th, 11th, 17th and 18th; January 7th, 8th, 14th, 15th, 21st, and 22nd. February 4th, 5th, 11th, 12th, 25th, and 26; March 11th, 12th, 18th, 19th, 25th and 26th; April 1st, 2nd, 15th, 16th, 22, 23, 29, and 30th; May 6th, 7th, 13th, 14th, 20th, 21st, 27th and 28th.

English Language Literacy Acceleration via Immigration Study: Classes will meet 2 days per week on Wednesdays and Thursdays after school from 3:30-4:30. One ESL teacher (Jennifer Miller) will team teach with an 11th grade English teacher (Colleen Siegel) in order to instruct 20 ELLs, including 5 SIFE in a program that will strengthen Reading, Writing, Listening and Speaking skills in order to improve scores on the NYSESLAT, the English and U.S. Regents. These students range in grade levels from 9-12. Instruction will be differentiated by grade, proficiency level, and individual needs. The curriculum will consist of group readings about immigration trends in New York City today and in the 1880s. This program will require the purchase of five iPads along with their chargers and headphones. Each group of three will choose to focus on a close study of countries that have large numbers of their populations immigrating to New York City today, using these texts as a springboard. The purchase of these iPads is essential since our school does not have them. We have many laptops and desktops but this particular program will necessitate something portable with different video options on iMovie. They will research the geography, culture and reasons for immigration about specific ethnicities to New York City today and during the 1880s. This will entail reading supplemental texts from the Hampton Brown Edge series, and research about these groups using artifacts. This program will provide students with opportunities to master the following Common Core Standards¹ in ELA and History/Social Studies: Analyze how a text makes connections among and between individuals, ideas and events; engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own clearly and integrating visual information with other information in print and digital text. Similarly, this program will bolster students' proficiency levels (as judged via the NYSESLAT), prepare students for both the ELA and U.S. history Regents.

This program will require an experiential learning field trip to Ellis Island on Saturday, March 14th. Ms. Miller, Ms. Siegel, and Ms. Julia Miller (our U.S. history teacher) will attend the trip. The duration of the trip is 5 hours, from 10-3. This trip will be essential in student hands-on research about the immigrant

Part B: Direct Instruction Supplemental Program Information

groups of the past. Students will use their iPads in order to photograph artifacts in the museum, as well as its outside. They will learn how to use the Notes application to gather information about their specific immigrant groups from the 1880s. They would then copy and paste these notes onto a word document. Students will create skits about the immigrant groups from the past, using information from the various aforementioned resources. Using the iPads collaboratively will be essential to the various types of research that this unit entails. They will help students do the initial research on their immigrant groups via use of the Internet and the notes application. Students will also use the Notes application to write drafts, revise, write second drafts, and then edit. They would then copy paste these notes onto a word document where they could publish the lines of their films.

After publishing, students will prepare to perform their skits on videotape by first practicing their lines by using the iPads' voice memos in its utilities menu. Ms. Miller and Ms. Siegel will provide assistance in modeling pronunciation and prosody. Students will use the iPads' headphones in order to keep their practice private, until they feel more comfortable and ready to share out with the class.

Global History Extensive Study:

Saturday Academy: 20 ELLs will be served, with a focus on 9th and 10th graders who are currently studying Global Studies. A certified ESL teacher will co-teach with the Global History (Julia Miller, certified in Global/American History. Texts will include non-fiction informational texts as well as their translations into students' L1s. Picture dictionaries in Chinese, Bengali, French and Arabic will be purchased in order to facilitate important vocabulary. This program will allow students to explore the history of their countries' in depth. Much of the curriculum in New York State Global History revolves around an emphasis on Western Civilization. This program will give students the opportunity to focus on the ways that Western Civilization impacted their countries and vice versa. Students in the program will have the choice of exploring the countries of their ancestors, or the U.S. After conducting this research, students will create powerpoint presentations which they will present to their classmates. In this way, students will get an in depth exploration of their own countries histories, as well as those of their classmates. Students will use iPads in order to quickly use Google Translate and Wikipedia, as needed. Students will use past Regents exams thematic essay questions and answer them using the information that they have gathered about their countries and their classmates. We will focus on essay writing and research projects. Classes will meet from 10-2 on the following Saturdays: 12/6,12/13,1/1/10, 3/14, 3/21, 3/28. 3/8, 3/15, 5/2,2, 5/9, and 5/16. The ESL and Global History teacher will carefully design a curriculum that differentiates learning for students based on a host of factors, including: literacy skills in the L1, proficiency levels as determined by the NYSESLAT scores of the last 3 years, SIFE status, and instructions mandated by IEPs. The goals of this program are to bolster student achievement as measured by the NYSESLAT, the Global Regents, the US History Regents and the English Regents.

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

Part C: Professional Development

- name of provider

Begin description here: Our professional development program will consist of a study group of the three participating Title III members: Jennifer Miller (ESL teacher), Colleen Siegel (English teacher) and Julia Miller (Global/US History teacher). These Professional Development activities will take place in Room 443 our ESL classroom. There will be a total of four study group sessions on the following dates: 2/4, 3/11, 3/25, and 4/15. These sessions will be two hours in duration, from 4:30-6:30. The professional book needed for this group is " Academic Success for English Language Learners: Strategies for K-12 Mainstream Teachers" by Patricia A. Richard-Amato-Marguerite N. Snow. Our first session will focus on Part I: Theoretical Considerations of the text which presents a variety of ideas to stimulate thinking and help teachers develop their own theories of practice.

On 3/11 we will discuss the second part of the book: Sociocultural Issues and Implications -- Focus on sociocultural concerns and their implications in the classroom.

On 3/25: Part III: The Classroom: Instruction and Assessment Practices -- Presents a wide range of pedagogical and classroom management strategies.

On 4/15 Part IV: Readings In Specific Content Area -- Relates many of the preceding strategies and issues to specific content areas across grade levels, including math, literature, social studies, science, physical education, music, and art.

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: Our parental engagement activities will provide parents with a host of tools which will help them improve the academic achievement of their children. A series of three workshops will be offered:

1. On March 5th an information session for parents of ELLs will be provided. It will run from 6:00-8:00. it will give parents information on how they can help their students learn English at home through use of technology. As the majority of our ELLs have computers with Internet access at home, our ESL teacher will discuss differetn ways of encouraging their children to read in libraries online. Parents will also learn about a host of websites that are available free of charge which provide opportunities for their children to practice English pronunciation, grammar, listening skills, reading, and writing.

2. On April 2nd, from 6:00 - 8:00 Ms. Miller will continue with this series with an informational presentation on "How to Help with Homework"

3. May 7th from 6:00 to 8:00 a third workshop will be offered entitled "Understanding the College Process." The provider will be Jennifer Miller, the ESL teacher.

Part D: Parental Engagement Activities

Parents will be notified of these activities via letters to their homes. These letters will be translated into Spanish at the school by Jennifer Miller, ESL teacher; other languages' will be translated by NYC DOE's Translation and Interpretation Unit. Ivelisse Pinet (Spanish teacher) will translate for Spanish speaking parents, Georgette Lutfi (paraprofessional) will translate for Arabic speakers. We will also use the NYCDOE internal interpretation unit for three-way calling with students' families.

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	_____	_____

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.
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

B. Language Allocation Policy Team Composition [i](#) 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 Parciale
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%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	29		2	10		3	5		3	44

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section 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
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/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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 birth 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 enrollement. 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 regulations. 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. *①*

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.

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.

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 ensures 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 colasses, 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. Instriction in all classess incorporates multiple strategies for the adquisition 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 classess 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 classess 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

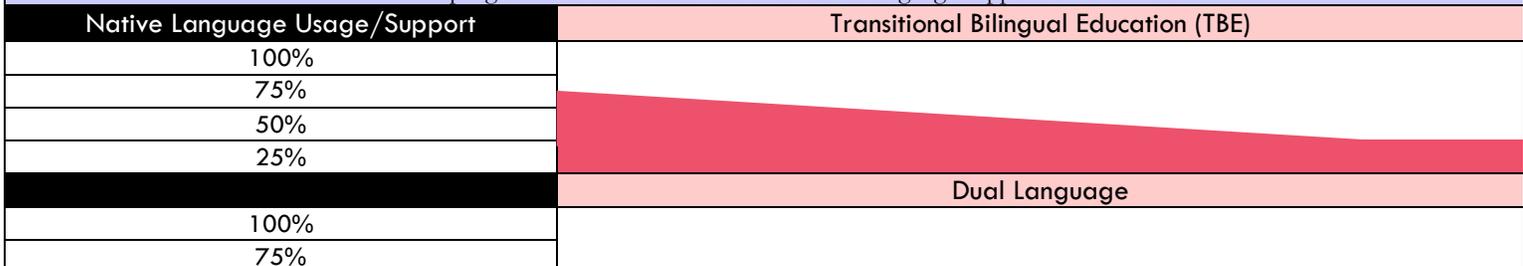
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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' formal 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:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 proficency 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 Parziale (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.