



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

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
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
SLT Chairperson: Guy Mompremier
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Helodia Aragon
Theola Carbon
Student Representative(s): _____

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn (Districts 13, 14, 15, 16, 19, 23, 32) Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, New York 11201
Director's Email Address: Bfitzge2@schools.nyc.gov

Phone Number: 718-935-3954 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jill Bloomberg	*Principal or Designee	
Colleen Slegel	*UFT Chapter Leader or Designee	
Guy Mompremier	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Helodia Aragon	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Theola Carbon	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Feyisola Oduyebe	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	
Wendy Marshall	Member/ Parent	
Lorraine Jones	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Rahsan Williams	Member/ Teacher	
Alaa Yousef	Member/ Teacher	
Adam Kuranishi	Member/ Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and SCEP Development



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

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

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

The Six Elements of the Framework for Great Schools

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

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

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

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

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

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

Accountability Tools and the Framework for Great Schools

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

NYSED’s Six DTSDE Tenets

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

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

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

NYCDOE’s Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.
- **Step 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: SCEP Overview

Develop a narrative summary that includes:

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

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 are in the third 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 fourth year of an initiative to implement weekly 40-minute Circles of 10-15 students and one faculty member. 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.

Over 25% of our student population receives special education services and over 10% are English Language Learners. We practice full inclusion and all the initiatives above facilitate the inclusion and service to these special populations. The prevalence of ICT classrooms is another structure that supports progress for all students.

We have made tremendous progress in delivering rigorous instruction in a supportive environment. We believe that these two elements are the foundation of a great school. Our focus this year on enhancing collaboration of teachers and effective school leadership will be to enhance that instruction and environment.

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
# Foreign Language	4	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		69.3%	% Attendance Rate	
% Free Lunch		72.8%	% Reduced Lunch	
% 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	
% Hispanic or Latino		40.6%	% Asian or Native Hawaiian/Pacific Islander	
% White		8.2%	% Multi-Racial	
				0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		10.34	# of Assistant Principals (2014-15)	
# 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)	
% 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	
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	
% of 3rd year students who earned 10+ credits		78.4%	4 Year Graduation Rate	
6 Year Graduation Rate		75.0%		60.9%
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing			Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				X
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	
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		NO	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		N/A
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		NO		N/A

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	H
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	H
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> School leadership provides structures and support for systematic development of curriculum maps aligned to the CCLS (QR). Many teachers implement Layered Curriculum to address the needs of all learners and to incorporate increased use of arts and technology (QR). Introduction of the PERC program in 9th grade has resulted in increased performance in math and science, particularly in moving students from proficiency to mastery as measured by Regents scores (QR and Regents data). PRIORITY NEED: More rigorous math and science curricula are needed in the 8th grade to increase students’ performance on math and science assessments and in readiness for high school. <p>These strengths and needs align to the following elements of the Framework for Great Schools:</p>		

Rigorous Instruction, Collaborative Teachers and Supportive Environment.

Part 2 – Annual Goal

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

By June 2016, 100% of all 8th grade students will receive accelerated instruction in CC Algebra and Living Environment and at least 50% of all 8th grade students will sit for the CC Algebra and Living Environment Regents exams.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Four teachers will participate in PERC summer PD for Algebra or Living Environment to learn the curriculum and how to facilitate using TAS in the classroom.</p>	<p>8th and 9th grade Algebra and Living Environment teachers</p>	<p>June 2015 – August 2015</p>	<p>PERC Program and veteran PERC Living Environment teacher</p>
<p>Four teachers will participate in PERC PD throughout the 2015-2016 school year to continue learning the curriculum.</p>	<p>8th and 9th grade Algebra and Living Environment teachers</p>	<p>Sept 2015 – June 2016</p>	<p>PERC Program and veteran PERC Living Environment teacher</p>
<p>8th grade students will be programmed for Algebra and Living Environment and HS TAS will be assigned to</p>	<p>8th grade students and HS students who scored between 65 – 85 on the</p>	<p>August 2015- November 2015</p>	<p>Principal and Programmer and PTA</p>

those classes. TAS will also be assigned to TAS class. One PTA meeting will focus on a presentation of the PERC program and parents will be able to follow student assignments and progress on PupilPath	Algebra or LE regents and their parents		

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Instructional staff including math, science and special education teachers; programmer for schedule alignment; per diem staff to cover PD days											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
48 8 th graders continue in Algebra and LE into the 2 nd semester with at least a 95% pass rate.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	H
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	H
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	H
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <ul style="list-style-type: none"> Circles for community building and social/emotional learning are incorporated into every student’s schedule resulting in a precipitous drop in classroom removals and suspensions. Over 10% of the teaching staff has participated in Collaborative Problem Solving study groups contributing to the decline in classroom removals and the improvement of classroom culture. Including three guidance counselors and a lead teacher responsible for CPS in our staff, rather than deans, communicates the role of all adults in creating a healthy school environment. Participation in NYCDOE Academic Behaviors Pilot creates teacher leadership around non-cognitive development. NEED: students often fall behind in their classes because they do not yet have the skills to manage their time and environment outside of school. Grades indicate that many students do not complete homework or study for exams and anecdotal evidence indicates that students need help organizing themselves to study in a supportive environment. <p>These strengths and needs align to the following elements of the Framework for Great Schools:</p>		

Collaborative Teachers, and Supportive Environment

Part 2 – Annual Goal

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

By June 2016, 10 MS students and 25 HS students per week will participate in an afterschool quiet study/homework session that will result in a 10% increase in the overall passing rate as measured by STARS scholarship reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of supportive environment and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Creation of an afterschool study/homework effort session that meets for 1.5 hours after school Monday through Thursday.</p>	<p>Grade team teachers</p>	<p>October 2015 – June 2016</p>	<p>Assistant Principal or Lead Teacher</p>
<p>Identification of students whose engagement and progress in class is hampered by missing homework or difficulty in completing classwork.</p>	<p>Grade team teachers</p>	<p>October 2015 – June 2016</p>	<p>Grade team leaders</p>
<p>Recruitment of students to attend study/homework effort sessions.</p>	<p>Grade team teachers</p>	<p>October 2015 – June 2016</p>	<p>Grade team leaders</p>

Presentation of plan to parents through Pulse, robocalls and PupilPath	Parents	October 2015 – June 2016	PTA and AP
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Ske dula/PupilPath; school messenger; per session teachers; PTA Pulse											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century	X	C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
By the end of the first semester we should have 35 students participating regularly and see an increase in credit accumulation and passing grades.											
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:		
<ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	H
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
Part 1b. Needs/Areas for Improvement:		
<ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> This year’s QR reports “the principal has established a distributive leadership structure that ensures the vast majority of staff engages in ongoing grade level and content area inquiry-based teacher professional collaborations.” All teachers create curriculum maps aligned to the CCLS. The majority of professional development is teacher-led. NEEDS: More common planning time for ICT teachers; improved articulation of IEP goals; increased opportunity for departments to articulate curricula with specific attention to inclusive curricula; more structured attention to struggling students in grade team meetings. 		

Part 2 – Annual Goal

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

By June 2016, common planning and meeting time will be organized to allow math and ELA departments to articulate skills and content understandings for each grade, 6-12, resulting in higher quality learning goals in student IEP's as measured by alignment to both the CCLS and teacher curriculum maps.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p>
<p>Assignment of special education teachers to either no more than one department or no more than two teachers.</p>	<p>Special education teachers</p>	<p>Sept 2015 – June 2016</p>	<p>Programmer</p>
<p>PD for ICT teachers in creation of individual goals aligned to the student's strengths, needs, and interests as identified in the IEP.</p>	<p>All core content teachers</p>	<p>Sept 2015 – June 2016</p>	<p>IEP teacher and SIT</p>

Provision of common planning time for ICT teaching teams to modify UbD lesson plans for multiple entry points, a variety of texts and assessment options for students	ICT teachers	Sept 2015 – June 2016	Programmer, IEP teacher, ICT teachers
Grade team case studies led by SIT members designed to continuously monitor and update IEP goals based on formative and summative assessments.	All teachers	Sept 2015 – June 2016	Programmer, Principal, Grade team leaders and teachers.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
IEP teacher, ICT teachers, programmer, SIT, monthly Sped meetings											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January, all new IEP’s will contain learning goals that are aligned to both the CCLS and to department articulated skills and understandings. The SIT and grade teams will have completed 3 student case studies.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	H
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	E
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	H
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<p>The 24-15 QR report states that teacher teams and leadership development earned a Well Developed rating. The QR report indicates that “teachers meet regularly in grade and content specific teams”. Though meetings are held regularly, the role of teacher leaders to lead department and grade teams needs to be formalized. The teacher leaders run meetings based on student work, however missed opportunities exist in terms of strategizing vertical planning as teacher leaders (grade and department leaders) do not meet regularly to align meeting agenda to the school mission. The QR report indicates that “Teacher leaders assume a leadership role in supporting colleagues in instructional decisions that impact curriculum development.” However, as teacher teams meet to discuss student learning and curricula, increased systems and structures need to be set up by the school leaders to ensure team meetings are used effectively to address and improve attendance and student academic achievement as a whole. Additionally, the principal needs the support of an additional assistant principal to share in setting up structures to increase teacher engagement in student outreach. Increased support for teacher leadership roles in expanding the Collaborative Problem Solving work and Restorative Circles will also increase student social-emotional support and will result in improved student achievement and graduation rates which has been identified as a FOCUS area of need.</p>		

Part 2 – Annual Goal

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

The principal will increase the capacity of the existing teacher leaders and add an additional assistant principal in order to support creating structures to increase attendance by 2% in order to improve student academic achievement and the overall graduation rate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Create an attendance/student outreach program, including structures and protocols to increase student attendance and increase teacher engagement in student outreach for all students</p>	<p>Students with low attendance rates</p>	<p>September 2015- June 2016</p>	<p>Principal, 2 assistant principals, guidance team, teacher leaders</p>

including ELLs and students with IEP's.			
Create a Collaborative Problem Solving Committee (including a CPS leader and dedicated CPS meeting time) to work in tandem with the attendance committee to support student progress and achievement particularly for overage/undercredited students, and students will lagging social/emotional skills.	Students identified as at risk for credit accumulation and low attendance	September 2015- June 2016	Lead Teacher, guidance team, administrative team
Establish monthly teacher leader meeting with the administrative staff to ensure alignment of school mission throughout the school.	All students and teachers.	September 2015- June 2016	Administrative team, teacher leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Peer Collaborative Teacher for CPS, guidance counselors, attendance team members, robocall, Skedula											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP	X	Title I TA		P/F Set-aside	X	21 st Century		C4E
	Title I 1003(a)	X	Title III		PTA Funded		SIG or SIF Grant		School Success Grant	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By October, an Attendance Committee will have been formed and will have created a system for tracking student outreach. By February, the Attendance Committee will have implemented the student outreach plan and will have met regularly to assess effectiveness on student attendance and achievement.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>The 14-15 QR report indicates that “parents feel welcome in the school” and that “the school provides opportunities for them to participate in workshops regarding instructional practices”. Though the school has a full time college counselor, as the school grows the parents have requested, at an SLT meeting, a more robust college program and an internship program. Though the parent created newsletter “The Pulse” has initiated increased the communication of school and community events, the newsletter needs to be run by a full-time parent coordinator with strong roots in the community who can continue to strengthen our parent base to leverage community support of the students. The creation of an internship program and increased collaborative school-wide and community service events will increase student, parent, community engagement around the school mission. This work addresses the following elements of the Framework for Great Schools: Strong Family-Community Ties, Supportive Environment and Trust.</p>		

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>Hiring a full-time parent coordinator with strong roots in the community will increase school-community ties by leveraging Community Based Organization participation to increase family and community engagement to support</p>

student achievement specifically measured by a 15% increase in enrollment in the newsletter and in the formation of an internship program.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>College Program will be increased to offer college advising to all grades (at varying rates), college trips offered 6 times per year, and application and financial aid workshops for parents offered four times throughout the year.</p>	<p>All students and families</p>	<p>September 2015-June 2016</p>	<p>College counselor, parent coordinator</p>

Updated school website and newsletter to be run and maintained by parent coordinator to ensure timeliness, accuracy of information, and increased parent and community communication.	All students, families, community members	September 2015-June 2016	Parent coordinator
Create an internship program to increase student engagement and achievement and to improve school-community ties.	All students	September 2015-June 2016	College counselor, parent coordinator
Plan and host a college fair to increase student awareness of college through leveraging school community college connections.	All students	September 2015-June 2016	College counselor, parent coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
College counselor, parent coordinator, PTA											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		P/F Set-aside	X	21st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By October 2015, the college counselor and the parent coordinator will have set a yearly college and community plan to be implemented throughout the school year that will leverage family members and include at least 3 parent volunteers and the establishment of at least 2 internship partners.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	The criteria for determining AIS for grades 6-9 is based on the Citywide Assessments ELA score. Levels 1 & 2 are determined to need AIS. For grades 10-12, Report Card grades and failure to pass the ELA Regents determines AIS	<p>1. Teachers College Reading & Writing Program curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teachers College Assessment Package and Fountas & Pinnel via the Guiding Readers & Writers plan.</p> <p>2. Layered Curriculum: teachers in grades 9-12 use Kathy Nunley's curriculum development model in order to provide differentiation for students of all levels. This model is a tool that allows for multiple entry points for all levels of learners allowing for increased opportunities for all students to demonstrate understanding of content.</p>	<p>Teachers College reading & Writing Program is provided to whole group, one-to-one and small groups.</p> <p>Layered Curriculum is offered to whole group, one-to-one and small groups.</p>	Teachers College Reading & Writing Program is used in the ELA curricula during the school day, during ELA Saturday Academy, during the UFT contracted Office Hours on Tuesday-Friday mornings.

<p>Mathematics</p>	<p>The criteria for determining AIS service for grades 6-9 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 9th grade CC Algebra Regents determines AIS services.</p>	<p>1. Layered Curriculum: teachers in grades 6-9 use Kathy Nunley's curriculum development model in order to provide differentiation for students of all levels. This model is a tool that allows for multiple entry points for all levels of learners allowing for increased opportunities for all students to demonstrate understanding of content.</p> <p>2. Peer Enabled Restructured Classroom: PERC, a program designed by researchers at Hunter College supports development of mathematics skills and strategies. Student teaching Assistant Scholars support teaching and learning in PERC classes in grades 8-10.</p> <p>3. Regents Preparation Courses: Regents Preparation courses are offered to students in grades 10-12 who need support in passing</p>	<p>Layered Curriculum is provided to whole group, one-to-one, and small groups.</p> <p>PERC is provided to whole group, one-to-one or small group.</p>	<p>Layered Curriculum is provided during the regular school day.</p> <p>PERC is provided during the regular school day during Algebra and Geometry classes.</p>
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		<p>the Mathematics Regents Exams.</p> <p>4. Small Group Tutoring: Teachers provide one-to-one or small group tutoring to students during UFT contacted office hours, during lunch periods, and after-school.</p>	<p>Regents Preparation Courses are offered to small classes.</p> <p>Small Group Tutoring happens one-to-one or small group.</p>	<p>Regents Preparation Courses are offered as elective classes during the regular school day.</p> <p>Small Group Tutoring happens during UFT contacted office hours, during lunch periods, and after-school.</p>
<p>Science</p>	<p>The criteria for determining AIS services for grades 6-8 is based on report card grades. For grades 9-12, report card grades and</p>	<p>1. Peer Enabled Restructured Classroom: PERC, a program designed by researchers at Hunter College supports</p>	<p>PERC is provided to whole group, one-to-one or small group.</p>	<p>PERC is provided during the regular school day during the Living Environment classes.</p>

	failure to pass the 9th grade Living Environment Regents Exam determines AIS services.	development of mathematics skills and strategies. Student teaching Assistant Scholars support teaching and learning in PERC classes in grades 8-10. 2. Small Group Tutoring: Teachers provide one-to-one or small group tutoring to students during UFT contacted office hours, during lunch periods, and after-school.		
			Small Group Tutoring happens one-to-one or small group.	Small Group Tutoring happens during UFT contacted office hours, during lunch periods, and after-school.
Social Studies	The criteria for determining AIS services for grades 6-8 is based on report card grades. For grades 9-12, report card grades and failure to pass the 10th grade Global History Regents Exam and the 11th grade US History Regents Exam determines AIS services..	Small Group Tutoring: Teachers provide one-to-one or small group tutoring to students during UFT contacted office hours, during lunch periods, and after-school.	Small Group Tutoring happens one-to-one or small group	Small Group Tutoring happens during UFT contacted office hours, during lunch periods, and after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Determination for students in need of at-risk academic services is made for students in any type	1. We recommend that all at risk students receive both emotional and academic counseling	Emotional and academic counseling is provided in one-to-one, small groups and groups of no	Emotional and academic counseling is provided at needed times throughout the

	<p>of emotional, social and/or academic crisis.</p>	<p>by the guidance counselor who also sits in on any parent/teacher 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 social and emotional issues in a collaborative setting.</p>	<p>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>school day or at regularly designated times during the students' schedules. It is also provided during the UFT contracted office hours on Tuesday-Friday mornings.</p> <p>Collaborative Problem Solving is provided to students at regularly designated times during the students' schedule or during the UFT contracted office hours on Tuesday - Friday mornings.</p> <p>Circles are provided once a week during the school day as part of each students' schedule.</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

Our Peer Collaborative teacher and 2 mentor teachers helps retain highly qualified staff and our professional development and staff leadership strategies both attract and retain highly qualified staff. We collaborate with Brooklyn College to host student teachers and to host field observation cycles. This allows us to attract highly qualified teachers.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).

Our Peer Collaborative Teacher participates in and leads professional development for Collaborative Problem Solving. He hosts study groups to ensure commitment and growth of CPS. Our Mentor Teachers and other teacher leaders at the school serve as official mentors for new teachers. Science and math teachers participate in on-going professional development through Hunter College's Peer Enabled Restructured Classroom program. Our social studies department works with a staff developer from the Urban Memory Project. Additionally, members of our staff participate in the DOE led Academic Behaviors Pilot and teacher-led study groups all address the CCSS and engage teachers in regular PD utilizing Understanding By Design.

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).

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Part 4: SWP Schools Only

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

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

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. Teachers meet in department teams weekly at Monday PD time and grade teams meet weekly during lunch period in order to ensure assessments align to CCSS.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	390,793.00	x	Part 5
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	Part 5
Title III, Immigrant	Federal	0		

Tax Levy (FSF)	Local	3,019,766.00	x	Part 5
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¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

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

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **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,)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.Skedula , ARIS, report cards)**
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; **(Skedula, 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.

1. 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;

2. 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;

3. 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.

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 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 Standards' 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 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

Part B: Direct Instruction Supplemental Program Information

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
- 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

Part C: Professional Development

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

-
3. May 7 _____ th _____ 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.

-
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.

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

Allocation Amount: \$ _____

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

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

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

Principal Jill Bloomberg	Assistant Principal Jill Sandusky
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Jennifer	School Counselor Fiordaliza Parziale
Teacher/Subject Area Veronica Boyhan	Parent Melissa Moskowitz
Teacher/Subject Area type here	Parent Coordinator type here
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	1	Number of teachers who hold both a bilingual extension and TESOL certification	
Number of certified ENL teachers not currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (excluding pre-K)	526	Total number of ELLs	45	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs		Newcomers (ELLs receiving service 0-3 years)	26	ELL Students with Disabilities
SIFE	16	Developing ELLs (ELLs receiving service 4-6 years)	14	Long-Term (ELLs receiving service 7 or more years)
				7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	26	10		14	2		7			0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

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

* EP=English proficient student

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

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

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0													0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6	3		1						0
7	3								0
8	3								0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	8		2	
Integrated Algebra/CC Algebra	20		10	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	20		9	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	13		2	
Geography				
US History and Government	5		1	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The results from the 2015 NYSESLAT reveal that the most challenging sections of the exam are the writing sections. This pattern is prevalent across grades and performance levels. The data show that there continues to be a need for a strong focus on helping students to synthesize information and cite evidence from complex texts. Overall, students showed strength in speaking skills, demonstrating that they are developing the ability to produce academic language aligned to content based tasks. The NYSITELL data reveal that students are at the entering level in English. They require scaffolding in each content area course, bilingual support and materials when available, and a freestanding ENL program with clear language and content objectives. Instruction is aligned with the data from the most recent NYSESLAT and NYSITELL results. Students are programmed according to the level they attained on these exams, and appropriate modifications are provided in their classes according to their proficiency levels.

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

We use the AMAO tool to measure ELL progress in language development. We examine NYS exam (math and ELA) performance and growth percentile data and this informs our instructional decisions for our ELLs. The AMAO tool also informs us of students who are at risk of not achieving in school. ELL instructional support is based on results taken from the AMAO tool as well as other reports. The data reveal that we exceeded our AMAO 2 target with 37.7% of students testing as proficient. AMAO 1 is not currently available. Paste response to question here:

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

Across performance levels and grades ELLs are not passing exams at a high rate. This past June, no ELLs took exams in the home language. In our ENL program, the home language is used to support content learning. Students are provided with translated material, and peer support is provided when available. As much as possible, ELLs are programmed with other ELLs of the same home language background in subject area classrooms. This allows students to access content through interaction with each other at varying language levels. Teachers group ELLs who have a common home language around collaborative tasks, which allow for interaction in the home language among peers. Our school does not utilize ELL periodic assessments; instead, all students take the NYC Performance Assessment in the fall and spring. School leadership and teachers learn about ELLs' ability to understand complex texts and synthesize evidence from text to form a response.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

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

Based on students' proficiency levels as measured on the NYSITELL 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:

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

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

We evaluate the success of our programs for ELLs through various measures, including the NYSESLAT, Regents exams, class grades and progress in language development as measured through formative assessment throughout the school year. Formative assessments, including journal writing, Socratic seminars, literary and argumentative writing are evaluated based on rubrics that include language-based as well as content-based criteria.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

1. Our intake process begins with parents completing the Home Language Identification Survey (HLIS), which identifies students who are eligible for NYSITELL testing. A licensed pedagogue, the ENL teacher, who is trained in cultural competency, language development and the needs of ELLs, assists with this intake interview. Interpretation services are made available to parents through the DOE Translation Unit when they are filling out the HLIS. 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 on the HLIS Part I: questions 5-8 indicate that the student uses a language other than English, and (3) the interview with the parent and student indicates a language other than English. Therefore, the home language is determined based on a combination of the interviews with the parent and student, and responses to the questions on the HLIS

If it is determined that the student's home language is not English, then further determination must be made to decide whether or not the student is eligible to take the NYSITELL. The school then administers a more in-depth interview with the student, reviews his/her school work, and reviews the Individualized Education Program (if applicable), in order to determine NYSITELL eligibility.

Once eligibility is determined, the school prints NYSITELL answer documents using the RLBA function in ATS. After the NYSITELL exam is administered, answer documents are scanned into ATS through the attendance scanner within 10 school days of enrollment.

Students whose home language is Spanish will also take the Spanish LAB exam.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ENL teacher interviews newly enrolled ENL students using the oral interview questionnaire. They are asked how many years of schooling they have had previously, the last grade they attended, the courses they took. Students are given informal assessments on alphabetic and decoding skills as well as basic math in order to determine academic skill level.

For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the school administers the Literacy Evaluation for Newcomer Sife (LENS).

Initial SIFE status is indicated in the DOE's data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitioning level or higher on the NYSESLAT.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

When an IEP student with a home language other than English enters the school, our Language Proficiency Team (LPT) organizes to review evidence of the student's language development. The LPT team consists of a school administrator, Principal Jill Bloomberg; ENL teacher, Jennifer Miller; Special Education teacher, Martha Tiffany and the student's parent or guardian. If the LPT finds that the student should take the NYSITELL, then the student takes the exam and continues the identification process as all students do. However, if the LPT does not recommend that the student take the NYSEITELL, then that recommendation is sent to the principal for review. If the principal determines, that the student should take the NYSITELL, then the identification process continues as with all students. However, if the principal agrees that the student should not take the NYSITELL, then that recommendation is sent to the superintendent or designee, who has 10 days to recommend whether the student should take the NYSITELL or not take it. Furthermore, the parents must be notified within 3 days if the principal has determined that the student should not take the NYSESLAT. Once ELL status is determined, schools must inform parents of the results of NYSITELL results and ELL status within 5 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Our ENL 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 ENL teacher will call the schools to retrieve the necessary documentation.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

A parent has the right to appeal ELL status within 45 days of enrollment. When the entitlement letter or non-entitlement letter is sent home, it will include a notification of the parent's right to appeal the entitlement decision. The parent may then send a letter to the principal requesting that there be a re-identification process. The principal ensures that this process is completed within 10 days of receipt of written notice. Letters are kept in the child's cumulative folder. Copies of the letters are kept on file in the ENL office in a file cabinet, and a record is kept in a separate notebook regarding re-identification appeals.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure informed parent choices, our outreach plan begins with sending a letter home within the first 10 days with several possible dates for parent orientation appointments. Then, parents inform us of when they can attend the orientation and the date is scheduled. At the parent orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language

Learners in their native language, which explains the various ELL program choices in the New York City school system. The video details the three program choices available in New York City schools: Transitional Bilingual, Dual Language and Freestanding ESL. The ENL teacher and Spanish teacher assist with the question and answer session which follows the viewing. Parents then fill out the Parent Survey and Program Selection Form indicating which type of program they prefer for their child. If a parent would like to enroll in a TBE/DL program, which is not currently available at our school, we keep a record of the parent's name and contact information in case these programs become available. When a previously chosen TBE/DL program becomes available, parents are re-contacted and informed of the availability of the program for their child. If a parent survey is not returned, the default placement is a bilingual program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
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.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
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.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters will be distributed through regular mail.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
ELL documentation is stored in a file cabinet in the ENL room. The ENL is responsible for maintenance of records. The principal and assistant principal have access to ELL documentation.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students and parents were informed of the exam several weeks in advance of the exam. Students were reminded in class of the importance of taking the exam. Flexibility was used when choosing dates for the exam, so that every student had the opportunity to take each section of the exam. Phone calls were placed to parents as well to ensure that students were in attendance for the exam. The RLER is generated to ensure that all students who are eligible to take the NYSESLAT do take the exam. The test coordinator and ENL teacher work together to ensure that all students listed on the RLER sit for the exam. The test coordinator arranges for eligible students to sit for each section of the NYSESLAT. Scheduling and room assignments are made by the test coordinator to allow for students to have the necessary time to complete each section.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ENL teacher distributes entitlement and transitional support letters to students to be delivered to parents. These letters are delivered in the parent's preferred language.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
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 an ENL program. The program model offered at our school is consistent with parents' requests. For the remaining two percent of parents who request a TBE or Dual Language Program, and there are not enough requests at our school for such a program, we assist them in contacting the Office of Student Enrollment so they can consider other program choices in another school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

.We have a freestanding ENL program, which includes some programmed classes, some pullout and some co-teaching with the ENL and content teachers. Entering ELLs receive 540 minutes of ENL, emerging students receive 360 minutes, transitioning, expanding students receive 180 minutes commanding 90 minutes. Programming decisions are made based on student NYSESLAT scores. Currently, there are two programmed/pull-out transitioning classes, a heterogenous class of entering through transitioning, and a co-teaching class, which includes a heterogeneous group (transitioning through expanding) of ELLs.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The organizational model used is both freestanding ENL and Integrated ENL based on English Proficiency Levels. As our ENL teacher is dually certified in ELA, she teaches both Stand - Alone and Integrated ENL. Instructional time for ESL classes are based on student proficiency level. Accordingly, in our high school Entering level students receive 540 minutes per week of ESL services. These minutes will be provided using Stand-Alone ENL instruction. Emerging ELLs will receive 90 minutes of stand-alone ENL and 180 minutes of Integrated ENL/ELA. ntermediate level students receiving 360 minutes per week of ESL and advanced-level students receiving 360 minutes of ESL services per week. Transitioning ELLs will receive 90 mintes of Stand-Alone ENL and 90 minutes of integrated ENL/ELA. Expanding students will receive 180 minutes of integrated ENL/ELA. Commanding students will receive a total amount of 90 minutes of integrated ENL/ELA.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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, and training in teaching ELLs. Teacher 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 home 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 resuts. 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?

Every ENL lesson incorporates tasks that address the four modalities, listening, speaking, reading and writing. Students are given the opportunity to enhance their listening comprehension and speaking skills through dicta-comp exercises, cloze passages, viewing documentaries pertaining to content area curricula and participating in Socratic seminars. Peer evaluation is an important part of the process when students are practicing and developing their listening and speaking skills. We use both student and teacher created rubrics to help students gain strong expressive and receptive skills. Students read and write about a variety of genres, including the various types of non-fiction. Daily journal writing is an important aspect of the ENL program as well and is evaluated daily.. The writing process is adhered to, so students revise drafts, conduct peer evaluations, and present their writing to the class. Similarly, an important focus of the class is citing textual evidence gained when reading complex texts. Students are trained in the skill of citing evidence in both oral and written expression, and they learn how to evaluate their own work as well as others'. The school does not use a diagnostic assessment tool at this point to evaluate all four modalities of English throughout the year.

6. How do you differentiate instruction for each of the following ELL subgroups?

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

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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Between 6 and 12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student), our principal, will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff members in the school, the parent/guardian, and the student. If our principal, based on the recommendation of qualified personnel and consultation with

Chart	<p>the parent/guardian believes that the student may have been adversely affected by the determination, the principal will provide additional support services to the student as defined in CR Part 154-2.3(j) and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, he/she must consult with the superintendent or his/her designee. Final decision notification must be in writing to the parent, guardian, and/or student in the parent's preferred language within 10 school calendar days.</p>
8.	<p>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?</p> <p>Teachers use graphic organizers, adapted materials, text previews, film, and leveled texts as pre-reading activities, which support the ELL-SWD who is confronted with a challenging grade level text. Scaffolding of the materials is essential in providing support to the ELL-SWD. Language development is accelerated through a focus on learning vocabulary tier 2 and tier 3 vocabulary items. Grade level materials include literary texts, content textbook and primary source documents. ELLs are supported through the use of iPads and smart boards in the classrooms. The administration works with the programmer to ensure that all ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program, including bilingual instruction if mandated.</p>
9.	<p>How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?</p> <p>We carefully evaluate the success of our programs for ELLs by carefully comparing student growth in terms of language proficiency as measured on the NYSITELL 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 available on ATS and use rubrics that integrate ELA and ESL performance standards for reading and writing throughout the year.</p>

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



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

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

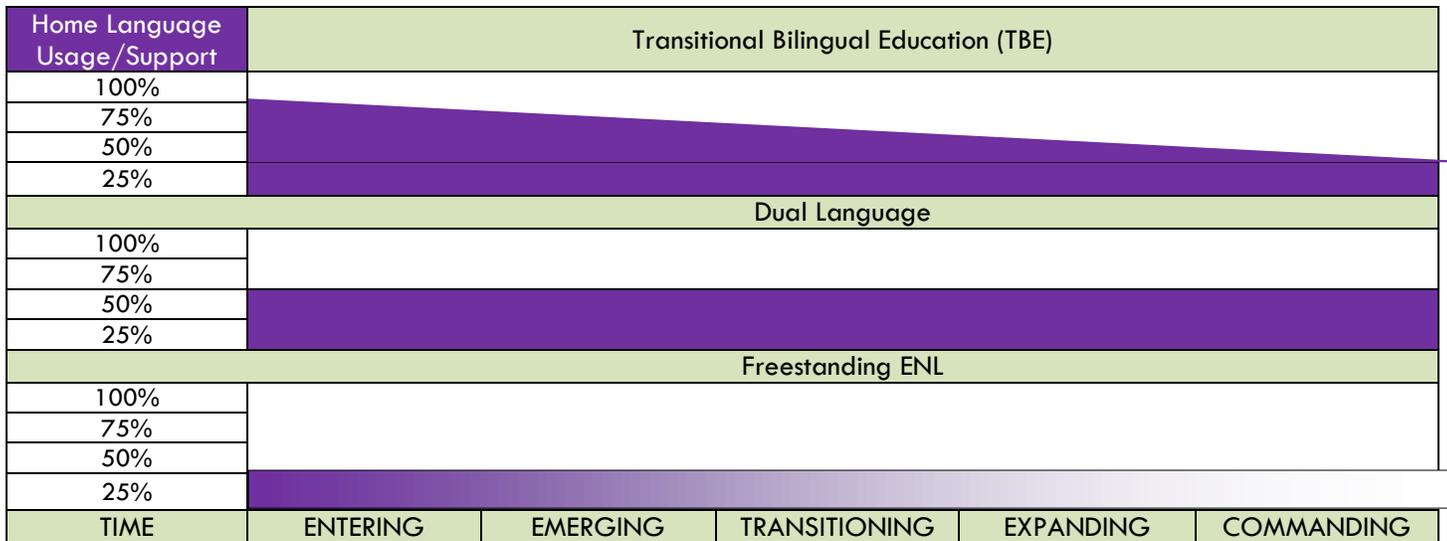


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

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

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

Newcomers: Teachers will use various strategies to focus on reading and listening comprehension skills, including graphic organizers, outlining techniques, cloze exercises and dictations. Student will do self-paced work on Rosetta Stone.

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

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

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

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

Our targeted interventions for ELLs in Math:

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

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

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

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

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

Our targeted interventions for ELLs in Science:

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

SIFE: Teachers will utilize visual and auditory aids.

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

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

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

Our targeted interventions for ELLs in Social Studies:

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

SIFE: Students will be provided with shorter assignments and given writing templates to help develop writing in social studies.

ELLS 4-6: Students will be teamed with class buddies to help them with material.

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

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

Intervention services in our school include the guidance counselor, PRY and SPARK. These services are conducted in English or Spanish.

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

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

Our program is effective at supporting our students in the content area. Students participate in all aspects of the core curriculum and course material is made accessible. Simultaneously, language structures are acquired through the content area based on the CALLA (Cognitive Academic Language Learning) approach. Teachers are made aware that they are all teachers of ELLs through professional development, where the focus is on English language learners. The PD topics include best instructional practices for co-teaching as well as integrating language and content instruction for ELLs. The assessments used are the NYC performance assessment administered in the fall and the spring of each year. The data are reviewed twice a year.

12. 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 duolingo.

13. 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.

14. 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.

Ells are invited to attend through a letter sent home to their parents in their preferred language.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

For Entering and Emerging students in their Free-standing ENL classes, their ENL teacher uses the three units from the professional development entitled "Developing Beginning English Language Learners' Strategies and Stamina for Academic Success in English." These units prepare students for intellectual inclusion and success in school from the very beginning of their education in US schools. They focus on developing the metacognitive and metalinguistic processes necessary for students to succeed. For our Transitioning and Expanding students we utilize materials developed via the partnership with the Department of English Language Learners and the American Institute for Research. These units provide standard-based and grade level instruction for ELLs while using exemplars of Common Core Aligned units for ELLs.

Scaffolds built in these units are designed to ensure that all ELLs, regardless of the language proficiency can access the texts. As necessary, our ENL teacher adds or removes some scaffolds as assessed in terms of student need.

Middle School Units:

- Great Fire
- Tom Sawyer

High School Units:

- Dreaming in Cuban
- Doll's House and Susan B. Anthony

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

Our support services for ELLs include our guidance department, who are available to see all students. Because we are a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that

arise. Guidance staff and the social worker support students based on their grade/age. In addition to guidance, the following services are available to all students, including ELLs. Additional special education services if necessary based on a full educational evaluation, nurse, speech, resource room, social worker, psychologist and SPARK. All services, including guidance counselor, social worker, speech teacher, psychologist and occupational therapist are adapted for ELL-SWDs to correspond to their ages and grades as well as their cognitive needs. 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.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Activities will be provided to assist newly enrolled ELLs in becoming acclimated to our school, our city and our country. The goal of these activities will be to enable the newly-arrived student to become comfortable in our school. Some of the activities include: newcomers' breakfast; student buddies in their content area classes. We also provide summer orientation sessions for our entering 9th grade classes where students and parents had the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ELLs, were invited to participate. Before the start of the beginning of the school year newly enrolled ELL students meet with the ENL teacher, Jennifer Miller. She describes our ENL 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.

19. What language electives are offered to ELLs?

The language elective that is offered to ELLs is Spanish.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

We will engage in those activities which support our ELL teacher and the general education teachers in providing the necessary adaptations and strategies for the ELL student. The ENL teacher will attend professional development meetings through the OELL. The teacher will turn-key all information at PD sessions to assistant principals, paraprofessionals, subject area teachers, psychologists, occupational/physical therapists, speech therapists, secretaries and the parent coordinator.

Calendar of PD:

November 23: Co-teaching models

December 21: Language and content objectives for math and science

January 25: Language and content objectives for history and ELA

February 22: Academic language development for ELLs

March 21: Lesson planning for content and language development for ELLs

April 18: Formative assessment for ELLs

May 23: Understanding language acquisition

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

ALL teachers will be involved in professional development on implementing the CCLS, and in particular on adapting course materials, so that ELLs have access to grade level content information.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
School leadership and guidance support staff in assisting ELLs as they move from one school level to the next in the following ways:
1) School staff receives lists of ELLs, their levels and schedules during the first two weeks of school. 2) Staff/ENL teacher confer about needs of individual students. 3) Grade teams confer with each other on ways to help ELLs transition to the new grade, e.g. with curricular or instructional modifications 4) The guidance counselors receives PD on assisting ELLs as they transition from middle to high school.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Our school provides professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 is allotted to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours is dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. These PDs take place during our mandated PD hours. ENL teachers attend PDs at the OELL in order to fulfill the PD requirement as outlined in CR part 80.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

Parents of ELLs are invited to attend an annual individual meeting to discuss the goals of the ENL program, the results of the NYSESLAT/NYSITELL, student's progress in language development and the student's language development needs in all content areas. Meetings are scheduled during the school day, and a translator is provided. Content area and ENL teacher as well as support staff (guidance, social worker) attend the meeting. Paste response to question here:

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

The ENL teacher keeps a record of parent outreach through phone calls, letters and emails, as well as a record of in person meetings. Interpretation and translation are provided through the NYC DoE Unit for translation and interpretation, as well as bilingual staff at the school. :

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs participate in all aspects of the school. Prior to the beginning of the school year, newly enrolled English language learners and their parents are invited to a summer institute where they have the opportunity to meet with their teachers, engage in curriculum exploration and become familiar with our school. Furthermore, we hold two parent breakfasts for our ELL parents, at which time they participate in workshops on how they can assist their children's success in school. Parents are also encouraged to accompany their children on the ESL field trips in the spring. The parent breakfasts are a good forum for parents to find out about the workings of our school as well as how they can assist their children in succeeding in their classes. :
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with other agencies or CBOs to provide workshops to ELL parents.
5. How do you evaluate the needs of the parents? Parent needs are evaluated through a survey form (translated versions) which we send home prior to the parent breakfasts.

6. 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:

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

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

D. Additional Information

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

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.

School Name: **Park Slope Collegiate**

School DBN: **15K464**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jill Bloomberg	Principal		1/12/16
Jill Sandusky	Assistant Principal		1/12/16
	Parent Coordinator		1/1/01
Jennifer Miller	ENL/Bilingual Teacher		1/12/16
Melissa Moskowitz	Parent		1/12/16
Veronica Boyhan	Teacher/Subject Area		1/12/16
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Fiordaliza Parziale	School Counselor		01/12/16
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K463** School Name: **Park Slope Collegiate**
Superintendent: **Karen Watts**

Before you begin, please check the following:

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

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

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

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

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Language preferences are assessed by examining information from Part III of the Home Language Identification Survey, the Student Emergency Contact cards, the initial interview during the completion of the HLIS and ATS report on Parent Language, and Teacher survey by class.

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

Oral: Spanish, Mandarin, Punjabi, Arabic, Bengali Written: Spanish, Chinese, Russian, Arabic, Bengali. Administration will create a report by class and grade that is updated regularly with the languages that parents speak.

Part B: Creating a Communications Calendar

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

Documents that are typically translated to parents are: Parent-teacher conference announcements; Newsletters; Calendars; and after-school program information.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face conferences that we usually have with parents are: High School Parent conference on September 30 and May 10; Parent-Teachers conferences on November 19 and 20, and March 10 and 11. Monthly SLT meetings from October to June as well as parent outreach throughout the year. The school will request translations from the TIU during the week of February 22 and April 18th for the upcoming parent conferences on March and May.

Part C: Providing Language Assistance Services

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

When bilingual staff is not available to assist with conferences, the school uses oral and written translation services provided by the Translation and Interpretation Unit. Translation request to the Translation and Interpretation Unit will be made at least 2 weeks in advance of when materials are needed to ensure that translations are distributed at the same time as English documents. Templates for PTC and other notices will be found from the intranet site:
http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

The school uses over-the-phone interpreters via the Translation and Interpretation Unit and in-house staff. A roster of bilingual staff who may be asked to interpret is kept by administration. School funding for interpreters will be used for parent events and PTC. Timely arrangements are made with vendors to ensure event is covered.

Part D: Training Staff on Policies and Procedures

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

Administration will distribute via email to staff Language Palm Cards. Professional development session to be scheduled on using translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

The Bill of Parent Rights and Responsibilities, which outlines access to translation services for parents is located in the parent room, 36A of the school. All notification documents can be found on the Translation and Interpretation Unit's intranet site: http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit.

Part F: Monitoring and Quality Control

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

The school will produce a survey and send translated versions to parents who speak languages other than English. The school will schedule a focus group of parents inclusive of all cultures and languages represented in the school to gather feedback on the quality and availability of services.