2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K464
School Name: PARK SLOPE COLLEGIATE
Principal: JILL BLOOMBERG
Comprehensive Educational Plan (CEP) Outline

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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Park Slope Collegiate</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>15K464</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>33150011464</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>6-12</td>
</tr>
<tr>
<td>School Address:</td>
<td>237 7th Avenue, Brooklyn NY 11215</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 832-4305</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 788-8127</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Jill Bloomberg</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:jbloomb@schools.nyc.gov">jbloomb@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Jill Bloomberg</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Mounia Asiedu</td>
</tr>
<tr>
<td>Parents' Association President:</td>
<td>Stacey Georg</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Lorraine Jones</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Mitzy Lawrence</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>Oyinola Amusa, Isaiah Mejia</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## District Information

| Geographical District: | 15 |
| Superintendent: | Janice Ross |
| Superintendent’s Office Address: | 1396 Broadway, Room 110, Brooklyn, NY 11221 |
| Superintendent’s Email Address: | jross1@schools.nyc.gov |
| Phone Number: | 718 455 4635 |
| Fax: | 718 455 4684 |

## Field Support Center (FSC)
Brooklyn (Districts 13, 14, 15, 16, 19, 23, 32)

FSC: ___________________________ Executive Director: Bernadette Fitzgerald
131 Livingston Street, Brooklyn, New York 11201

Executive Director’s Office Address: ________________________________________

Executive Director’s Email Address: __________________________________________

Executive Director’s Email Address: __________________________

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 Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Bloomberg</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Mounia Asiedu</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Lorraine Jones</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>Steffen Nelson</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Mitzy Lawrence</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>Óyinlola Amusa</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>Isaiah Mejia</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Melissa Moskowitz</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Wendy Marshall</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Stacey Georg</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Rahsan Robinson</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Julia Konrad</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Abigail Benavente</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Adam Stevens</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Veronica Vega</td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td>Vianney Quinones</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Alicia Torres</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Aminta Freeman</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development

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

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

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

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

The Quality Review and the Framework for Great Schools

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

**NYCDOE’s Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

**Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of Chancellor’s Regulations A-655.
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.
- **Step 4:** Build consensus around strategies, activities, and programs to address students’ needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school’s AIS section and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

**Section 4: CEP Overview**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The PSC experience is built upon the vision of a truly integrated school—racially, ethnically, economically and academically—that leads toward developing a just and equal society.</td>
</tr>
<tr>
<td>Students develop the social/emotional skills as well as the academic skills to collaborate and work with students from all backgrounds.</td>
</tr>
</tbody>
</table>

2018-19 CEP
Recognizing that building a strong sense of community across all backgrounds is challenging, PSC is a small school with small classes. Teachers know their students well and work with them to develop their social and emotional skills in the weekly Circles program.

Clear strategies for identifying each student’s academic needs are also developed within and across grade levels to ensure that each student grows and attains his or her promise. The small number of students in each grade level and the small number of students in each class ensure that all 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. Just as importantly, the PSC experience creates socially aware students who can serve as ambassadors and leaders of a pluralistic society as they become young adults.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 fifth 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. We have also committed to expanding PERC and LE and Algebra classes for our entire 8th grade.
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 Participation in Government: Brooklyn History class. Additionally she works with MS social studies teachers in designing CCLS-aligned projects and units.

We are in the sixth 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, based on the philosophies and practices of Restorative Approaches, 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. Many staff members are trained in both Tier 1 and Tier 2 Restorative Approaches.

3. Describe any special student populations and what their specific needs are.

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.

4. Identify 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.

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. Committing to proving and strengthening the link between excellence and equity through rigorous instruction and supportive practices is a key area of focus for this school year.
### School Demographics and Accountability Snapshot for 15K464

#### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>06,07,08,09,10,11,12</td>
<td>654</td>
<td>No</td>
</tr>
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#### English Language Learner Programs (2018-19)

<table>
<thead>
<tr>
<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th># Special Classes (Math)</th>
<th># SETSS (Math)</th>
<th># Integrated Collaborative Teaching (Math)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>25</td>
<td>128</td>
<td>15</td>
<td>15</td>
<td>131</td>
</tr>
</tbody>
</table>

#### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Music</th>
<th># Drama</th>
<th># CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>6</td>
<td>124</td>
</tr>
</tbody>
</table>

#### Racial/Ethnic Origin (2017-18)

<table>
<thead>
<tr>
<th>% American Indian or Alaska Native</th>
<th>% Black or African American</th>
<th>% Hispanic or Latino</th>
<th>% Asian or Native Hawaiian/Pacific Islander</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6%</td>
<td>35.0%</td>
<td>39.4%</td>
<td>4.4%</td>
<td>18.0%</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

#### Personnel (2015-16)

<table>
<thead>
<tr>
<th>Years Principal Assigned to School</th>
<th># of Assistant Principals</th>
<th>% of Teachers with No Valid Teaching Certificate</th>
<th>% Teaching Out of Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.25</td>
<td>4</td>
<td>0%</td>
<td>41%</td>
</tr>
</tbody>
</table>

#### Student Performance for Elementary and Middle Schools (2017-18)

- ELA Performance at levels 3 & 4: 51.3%
- Mathematics Performance at levels 3 & 4: 44.0%
- Science Performance at levels 3 & 4 (4th Grade) (2016-17): N/A
- Science Performance at levels 3 & 4 (8th Grade) (2016-17): N/A

#### Student Performance for High Schools (2017-18)

- ELA Performance at levels 3 & 4: 75%
- Mathematics Performance at levels 3 & 4: 74%
- Global History Performance at levels 3 & 4: 60%
- US History Performance at Levels 3 & 4: 64%
- 4 Year Graduation Rate: 62.9%
- 6 Year Graduation Rate (2011 Cohort): 72.9%
- Regents Diploma w/ Advanced Designation: 0.0%
- % ELA/Math Aspirational Performance Measures (2015-16): 8%

#### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

**Elementary/Middle School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- Met Adequate Yearly Progress (AYP) in Science (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

**High School**

- Met Adequate Yearly Progress (AYP) in ELA (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO ALL STUDENTS

- Met Adequate Yearly Progress (AYP) in Graduation (2016-17)
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: YES ALL STUDENTS

2018-19 CEP
## Section 5: Needs Assessment, Annual Goals, and Action Plans

### Section 5A – Framework for Great Schools Element – Rigorous Instruction

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

### Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

#### 1. School focuses instruction on "maximizing student engagement with content." (PPO 17-18)

Many teachers implement Layered Curriculum to address the needs of all learners and to incorporate increased use of arts and technology (QR 2016).

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 (Regents data). Introducing Algebra and the PERC in the 8th grade two years ago has led to more rigor, equity and collaborative engagement (PPO 17-18)

#### 2. 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.

These strengths and needs align to the following elements of the Framework for Great Schools:

- Rigorous Instruction
- Collaborative Teachers
- Supportive Environment

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, teachers of eighth grade students will design and deliver rigorous instruction to improve students’ performance outcomes in Common Core Algebra and Living Environment Regents, as measured by a 5% increase in participation rates and a 5% increase in passing rates.
### Part 3a – Action Plan

#### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; and 9&lt;sup&gt;th&lt;/sup&gt; grade Algebra and Living Environment teachers</td>
<td>June 2018 – August 2019</td>
<td>PERC Program and veteran PERC Living Environment teacher</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; and 9&lt;sup&gt;th&lt;/sup&gt; grade Algebra and Living Environment teachers</td>
<td>Sept 2018 – June 2019</td>
<td>PERC Program and veteran PERC Living Environment teacher</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; grade students and HS students who scored between 65 – 85 on the Algebra or LE regents and their parents</td>
<td>August 2018- November 2018</td>
<td>Principal and Programmer and PTA</td>
</tr>
<tr>
<td>8&lt;sup&gt;th&lt;/sup&gt; grade students with disabilities</td>
<td>September 2018- June 2019</td>
<td>Programmer, IEP Coordinator</td>
</tr>
</tbody>
</table>

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.

Four teachers will participate in PERC PD throughout the 2018-2019 school year to continue learning the curriculum.

8<sup>th</sup> grade students will be programmed for Algebra and Living Environment and HS TAS will be assigned to 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.

100% of 8<sup>th</sup> grade students with IEPs will be in ICT classes with a content specialist and a learning specialist to support learning goals for students with IEPs.

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

In addition to regularly scheduled time for 40 minutes each Monday morning set aside for families to make appointments with teachers or to drop in, we host a Curriculum Night for families in September during which parents follow their child’s schedule and receive curricular overviews from all teachers. At Curriculum Night and by outreach by the Parent Coordinator for families unable to attend Curriculum Night, parents receive log-in information for PupilPath where they can keep track of instructional and assessment demands and their child’s progress. Formal
progress reports are provided three times each semester. Additionally, the PTA organizes a presentation by each grade team during monthly PTA meetings.

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.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4E</td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 95% of the 8th grade class will have earned a passing grade in Algebra and Living Environment.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

LE and Algebra teachers will conduct practice regents examinations in January and May in order to assess progress.

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
## Section 5: Needs Assessment, Annual Goals, and Action Plans

### Section 5B – Framework for Great Schools Element – Supportive Environment

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

### Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. **What are the school’s strengths relative to this Framework element?** Indicate the data trends, source and year.
2. **What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?** Indicate the data trends, source and year.
3. **What policies, practices, and structures are in place to ensure you are supporting the whole child?**

#### 1. Weekly 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 (OORS 2017-2018). 50% of staff are trained in Tier 1 and Tier 2 Restorative Approaches.

Over 10% of the teaching staff has participated in Collaborative Problem Solving study groups contributing to the decline in classroom removals (OORS 2017-2018).

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 (PPO 2017-2018).

"The school's process works and keeps more students in school as opposed to being out of school on suspensions while strengthening the bond between staff and students ultimately increasing student achievement" (PPO 2018-2018).

2. Students often fall behind in their classes because they do not yet have the skills to manage their environment outside of school and their social relationships in school. Inability to manage family and social problems impacts student focus on learning.

3. Weekly community building and restorative practices circles for all students; guidance staff of three full-time counselors; Peer Collaborative teacher who conducts and facilitates Collaborative Problem Solving sessions.

These strengths and needs align to the following elements of the Framework for Great Schools:

Collaborative Teachers, and Supportive Environment

### Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2019, our Peer Collaborative Teacher will conduct a minimum of 100 Collaborative Problem Solving sessions with students.
Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuation of Peer Collaborative Teacher trained in CPS</td>
<td>Peer Collaborative Teacher</td>
<td>September 2018 – June 2019</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Assignment of all students and teachers to weekly Circles conducted every Friday.</td>
<td>All students</td>
<td>September 2018 – June 2019</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Establishment of CPS study group for teachers.</td>
<td>Grade team teachers</td>
<td>October 2018 – June 2019</td>
<td>Peer Collaborative Teacher</td>
</tr>
<tr>
<td>CPS Plan B sessions with identified students</td>
<td>Students</td>
<td>September 2018 - June 2019</td>
<td>Grade team teachers and Peer Collaborative Teacher</td>
</tr>
</tbody>
</table>

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

The PTA will host a Fall meeting on the principles of Collaborative Problem Solving as well as monthly Parent/Teacher Circles to familiarize parents with our philosophy and practice. PTA executive board members will participate in academic planning of school initiatives.

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.

Regular monitoring of Circle participation; use of Plan B conferences with 5-10 students by end of November as indicated by log of CPS Plan B sessions by PCT.

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

<table>
<thead>
<tr>
<th>Fund Source</th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
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<td>X</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>21st Century Grant</td>
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<td></td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
### 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 35 students will participate in a total of 50 Plan B Collaborative Problem Solving sessions.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

PCT log and OORS reports minimizing student removal and suspensions.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

1. The 2016-2017 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 Next Generation Learning Standards.


2. 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

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, the SIT and grade level teams will work to align all new IEP learning goals with the Next Generation Learning Standards and department skills and understandings, as measured by five student case studies – two middle school and three high school.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment of special education teachers to either no more than one department or no more than two teachers.</td>
<td>Special education teachers Sept 2018 – June 2019</td>
<td>Programmer</td>
</tr>
<tr>
<td>PD for ICT teachers in creation of individual goals aligned to the student’s strengths, needs, and interests as identified in the IEP.</td>
<td>All core content teachers Sept 2018 – June 2019</td>
<td>IEP teacher and SIT</td>
</tr>
<tr>
<td>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</td>
<td>ICT teachers Sept 2018 – June 2019</td>
<td>Programmer, IEP teacher, ICT teachers</td>
</tr>
<tr>
<td>Grade team case studies led by SIT members designed to continuously monitor and update IEP goals based on formative and summative assessments.</td>
<td>All teachers Sept 2018 – June 2019</td>
<td>Programmer, Principal, Grade team leaders and teachers.</td>
</tr>
<tr>
<td>Organize Curriculum Night to increase parent involvement in the school. Ensure all teachers have course syllabi to articulate core topics and assessments for each course.</td>
<td>All teachers, parents September 2018</td>
<td>Principal, APs, Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parent participation in IEP Annual reviews as supervised by our IEP teacher, in addition to regular parent/teacher communication, will engage families in their understanding of annual goals and their alignment to the CCLS.

### 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 || || Title II, Part A || || Title III, Part A || || Title III, Immigrant |
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 2019, all new IEP’s will contain learning goals that are aligned to both the Next Generation Standards and to department articulated skills and understandings. The SIT and grade teams will have completed 3 student case studies.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

SIT Team meeting notes, IEP Coordinator overview of IEP progress, Administrative team cabinet meeting notes

Part 5c. In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

The 14-15 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. 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.

Part 2 – Annual Goal

Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

The principal will institute systems for increasing the capacity of teacher leaders to increase students’ attendance, academic achievement and graduation rate, as measured by ATS attendance reports, NYS assessment data outcomes and graduation rates by June 2019.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
</table>
| - Evidence-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). |  |  |  |
| Create an attendance/student outreach program, including structures and protocols to increase student attendance and increase teacher engagement in student outreach for all students including ELLs and students with IEP's. | Students with low attendance rates | September 2018 - June 2019 | Principal, 2 assistant principals, guidance team, teacher leaders |
| 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 2018 - June 2019 | Peer Collaborative 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 2018 - June 2019 | Administrative team, teacher leaders |
| Continue monthly Parent-Teacher Circles to increase parent engagement and promote the vision and mission of the school. | All parents | Monthly September 2018 - June 2019 | Principal and Parent Coordinator |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Monthly SLT/PTA meetings that include a Principal's report, monthly Parent/Teacher Circles and our regular parent newsletter, The Pulse, keep parents both informed and engaged in the leadership of our school.

### 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.
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 2018, 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. By February 2019, the attendance committee will use Skedula data tools and grade team meeting notes to analyze increases in student daily attendance.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance team data reviewed in Cabinet meetings

**Part 5c.** In *February 2019*, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
Section 5: Needs Assessment, Annual Goals, and Action Plans

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

Part 1 – Needs Assessment

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<tbody>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</tbody>
</table>

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 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.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June of 2019, the school’s parent coordinator will leverage Community Based Organization involvement to increase family and community engagement that will result in continued success of our internship program and increased parent attendance at school events.</td>
</tr>
</tbody>
</table>
### Part 3a – Action Plan

| 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: |
| Evidence-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). |
| | Target Group(s) | Timeline | Key Personnel |
| | Who will be targeted? | What is the start and end date? | Who is responsible for implementing and overseeing the activity/strategy? |
| 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. | All students and families | September 2018-June 2019 | College counselor, parent coordinator |
| 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 2018-June 2019 | Parent coordinator, Technology coordinator |
| Create an internship program to increase student engagement and achievement and to improve school-community ties. | All students | September 2018-June 2019 | 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 2018-June 2019 | College counselor, parent coordinator |

### Part 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

We will include regular reports on the progress of the internship program in the Pulse and at PTA meetings.

### 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.

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<td>Other</td>
</tr>
</tbody>
</table>
**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 2018, 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. By February 2019, the college counselor and parent coordinator will have held a family college workshop with an attendance rate of 25% of our upperclassmen. By February 2019 the college counselor will have led transcript workshops in all 9th and 10th grade classes. By February 2019, the college counselor will have led a minimum of 4 college field trips with a participation rate of 50 percent of our high school.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

College counselor and parent coordinator will meet monthly with the administrative team to assess progress toward college plan and will use attendance rates at family workshops and college trips as a tool to analyze school community participation.

**Part 5c.** In February 2019, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
**Section 6: Academic Intervention Services (AIS)**

*(Required for All Schools)*

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

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>The criteria for determining AIS for grades 6-9 is based on the Citywide Assessments ELA score. Levels 1 &amp; 2 are determined to need AIS. For grades 10-12, Report Card grades and failure to pass the ELA Regents determines AIS.</td>
<td>1. Teachers College Reading &amp; Writing Program curricula provide opportunities for vocabulary acquisition and retention. Students reading levels are determined via the Teachers College Assessment Package and Fountas &amp; Pinnel via the Guiding Readers &amp; Writers plan.</td>
<td>Teachers College Reading &amp; Writing Program is provided to whole group, one-to-one and small groups.</td>
<td>Teachers College Reading &amp; 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.</td>
</tr>
</tbody>
</table>

Layered Curriculum is offered to whole group, one-to-one and small groups.
| Mathematics | 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. | 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.  
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.  
3. Regents Preparation Courses: Regents Preparation courses are offered to students in grades 10-12 who need | Layered Curriculum is provided to whole group, one-to-one, and small groups.  
PERC is provided to whole group, one-to-one or small group.  
PERC is provided during the regular school day during Algebra and Geometry classes. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>support in passing the Mathematics Regents Exams.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4. Small Group Tutoring: Teachers provide one-to-one or small group tutoring to students during UFT contracted office hours, during lunch periods, and after-school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regents Preparation Courses are offered to small classes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small Group Tutoring happens during UFT contracted office hours, during lunch periods, and after-school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Science

| 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 9th grade Living Environment Regents Exam determines AIS services. |
| 1. 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. |
| PERC is provided to whole group, one-to-one or small group. |
| PERC is provided during the regular school day during the Living Environment classes. |

1. 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.

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.

### 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 contracted office hours, during lunch periods, and after-school. |

Small Group Tutoring happens during UFT contracted office hours, during lunch periods, and after-school.
<table>
<thead>
<tr>
<th><strong>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</strong></th>
<th>Determination for students in need of at-risk academic services is made for students in any type of emotional, social and/or academic crisis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We recommend that all at risk students receive both emotional and academic counseling by the guidance counselor who also sits in on any parent/teacher conferences.</td>
<td>Emotional and academic counseling is provided in one-to-one, small groups and groups of no more than 10 students.</td>
</tr>
<tr>
<td>2. Collaborative Problem Solving is an approach designed to address behavioral problems by teaching students' the skills they lack which contribute to their misbehavior.</td>
<td>Collaborative Problem Solving is provided on a one-to-one basis.</td>
</tr>
<tr>
<td>3. Restorative Approaches (Circles) is an approach to teach communication skills and address social and emotional issues in a collaborative setting.</td>
<td>Circles are provided once a week during the school day as part of each students' schedule.</td>
</tr>
<tr>
<td></td>
<td>Emotional and academic counseling is provided at needed times throughout the 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.</td>
</tr>
<tr>
<td>10 to no more than 15 students.</td>
<td></td>
</tr>
</tbody>
</table>
Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE’s website: http://schools.nyc.gov/NR/rdonlyres/8D99859A-AE04-40EA-A462-5363F87E67E9/0/FAQTitleISetAsideFY14.pdf

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

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2. Please describe the services you are planning to provide to the STH population.

Our guidance team and parent coordinator will support our STH population through counseling and in finding access to needed materials, services, and resources. We provide the names of the students to a particular guidance counselor who meets with the student to establish a relationship and to assess the student’s immediate and long-term needs (toiletries, clothing, school supplies, food, transportation, safety, emotional support, concerns for family members). The counselor arranges to begin meeting those needs as soon as possible and establishes a plan to meet regularly with the student and to help the student communicate with his or her teachers.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an [STH liaison](#).
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 help retain highly qualified staff and our professional development and staff leadership strategies both attract and retain highly qualified staff. We collaborate with Brooklyn College, New York University, and City Tech to host student teachers and to host field observation cycles. This allows us to attract highly qualified teachers. Our turnover rate is extremely low and we also rely on current staff to help recruit for our growth positions. We host NYCTF programs for the summer that allow us to meet and assess Teaching Fellow candidates. We are able to meet over 90% of the program preferences that teachers submit in the spring. In addition to weekly professional development meetings that allow for teacher leadership, lead teacher host afterschool study groups and we host two weekend professional development conferences each year.

2b. High Quality and Ongoing Professional Development

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

Our Peer Collaborative Teacher participates in and leads professional development for Collaborative Problem Solving that is open to teachers and paraprofessionals. 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. We save all PD resources on a google drive available to all teacher and paraprofessional with a special folder for ICT classes. Paraprofessionals meet with grade teams and are invited to all full-faculty meetings and conferences as well as central PD offerings. Administration meets weekly to share best practices and the principal attends monthly meetings with the Superintendent.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

All teachers meet independently of and together with the administration to agree on appropriate assessments and professional development. 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. Our PD emphasized UbD and the creation of authentic assessments at the beginning of the curriculum planning process. Our grading policy requires 5 summative assessments per marking period that teachers record on Skedula. As a small school, the majority of teachers are the sole teacher for their course which encourages additional autonomy and participation in the development of assessments. All teacher observation conferences include a discussion of assessments and student progress to provide teachers with one-on-one instructional leadership around assessment.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Column A</td>
<td>Column B Section Reference(s)</td>
<td>Schoolwide pool. (Refer to Galaxy for school allocation amounts)</td>
<td>consolidated. Indicate in Column B, section references where a related program activity has been described in this plan.</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>349,801.00</td>
<td>x</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>12,366.00</td>
<td>x</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,690,047.00</td>
<td>x</td>
</tr>
</tbody>
</table>

2Explanation/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 – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 Priority and Focus School Improvement Funding: Support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- Title II, Part A: Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not
available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent and Family Engagement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.
Section 9: Parent and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school’s Title I Parent Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

### Parent and Family Engagement Policy

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 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.

### Support for Parents and Family Members of Title I Students

**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, PupilPath, school website)

**Parental Involvement and School Quality**

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, Jto build parents’ capacity to help their children at home; provide opportunities for parents to help them understand the accountability system, e.g., 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;

### Encouraging School-Level Parental Involvement

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 August 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 Spring Retreat

SING
**Drama Club Performances**

**Career Day**

- 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, 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)*

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**School-Parent Compact (SPC)**

*Park Slope Collegiate,* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

**I. School Responsibilities: High Quality Curriculum**

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 Every Student Succeeds Act (ESSA)

**I. School Responsibilities: Supporting Home-School Relationships**

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

### I. School Responsibilities: Providing General Support to Parents

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;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

### II. Parent/Guardian Responsibilities

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

III. Student Responsibilities

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 2018-19 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>☑ conceptually consolidated (skip part E below)</td>
<td>☐ NOT conceptually consolidated (must complete part E below)</td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

- ☐ Before school
- ☑ After school
- ☑ Saturday academy

Total # of ELLs to be served: ______

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: ______

# of certified ESL/Bilingual teachers: ______

# of content area teachers: ______
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 English Language Learners, regardless of proficiency level or native language. The program will support the development of Cognitive Academic Language Proficiency (CALP) and content area enrichment in Global History, U.S. History, and English Language Arts. Direct instruction components of our program at Park Slope Collegiate include Academic Support Sessions (after school), Immigration Study (after school), and Global History for ELLs (Saturday Academy). All documentation of student participation and parent outreach will be kept in the ELL Data Binder and/or a live roster and outreach log that is accessible to content-area teachers and administrators through a shared folder on our Park Slope Collegiate Google Drive. Student attendance and participation will be documented on a shared document, documentation of parent outreach on a separate document, and program notification letters in parents’ preferred language will be kept in hard-copy in our ELL Data Binder with all other parent communication, secured in Room 411, the ENL classroom.

Academic Support After School Program
The crux of our program is based on Academic Support sessions that supplement the linguistic demands students encounter in their mainstream classes with direct tutoring and after school instruction. The goal of each session is to provide specific academic language for performative assessments assigned in content-area classes. Instruction will vary and utilize the scaffold of contingency based on a measure of linguistic and academic needs of the students. All 50 ELLs will be invited to attend these sessions based on need (upcoming performance-based assessments) and grades (all ELLs failing a content-area course will be required to attend). Academic Support sessions will meet on Wednesdays and Thursdays from 3:30-4:30 and will be staffed by one of our two ENL-certified teachers, Jennifer Miller or Louise Bauso. Sessions will begin after the first marking period has concluded and grades have been submitted on on October 30, 2016 and will continue until the end of May, when it will be replaced with our after-school Immigration Study (described below). A live roster of student participation and topics covered in Academic Support sessions will be kept in shared document that is accessible to all faculty at Park Slope Collegiate.

Immigration Study
The second after school component of our Title III program, an Immigration Study, will meet two times a week on Tuesdays and Thursdays from 3:30-4:30 beginning on May 2, 2017 and continue for 9 consecutive sessions, concluding with a trip to Ellis Island on June 1. The program will be centered around an Immigration Study and team taught by Jennifer Miller (ENL/ELA certified) and Julia Kondrad (11th grade ELA). Twelve ELLs in grades 9-12 (5 of whom are SIFE) will participate in this after school program, and goals include strengthening language skills in all four modalities and prepare students for NYSESLAT, ELA Common Core, and US History Regents exams, thus improving scores. Instruction will be differentiated by
Part B: Direct Instruction Supplemental Program Information

grade, proficiency level, and individual needs. The curriculum will consist of group readings about immigration trends in New York City today in the 1880s. This program will require the purchase of ten iPads along with their chargers, headphones, and a cart to securely store them. 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. iPads are essential because 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, June 3, 2017. Ms. Miller and Ms. Julia Konrad 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 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 Regents Prep:

For four Saturday sessions prior in January and June, Louise Bauso (certified ENL/Adolescent Social Studies) will push into a Saturday Academy for Global History with the 10th grade Global History teacher, William Treece. Ms. Bauso will conduct outreach to ensure that all of our 8 10th grade ELLs, as well as 11th and 12th grade students still in need of passing the Global History Regents will attend these sessions. Mr. Treece will work with a larger group including Former ELLs and non-ELLs, while Ms. Bauso will conduct mini-lessons and support the ELLs in the program. Only Ms. Bauso will be paid with Title III funds.

This program will prepare students for the Global History Regents in the weeks before they sit for the exam. The focus for ELLs will be only the academic language necessary to complete thematic and document-based essays. 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. Students will use iPads in order to quickly use Google Translate and Wikipedia, as
### Part B: Direct Instruction Supplemental Program Information

needed. Classes will meet from 10-12:30 on the following Saturdays: January 7, 14, and 21 and May 13, 20, 27, and June 3 and 10. The ENL 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. Student attendance and participation will be documented on a shared document accessible to all Park Slope Faculty. Program notification letters in parents’ preferred language will be kept in our ELL Data Binder with all other parent communication, secured in Room 411, the ENL classroom.

### 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 members: Jennifer Miller (ENL teacher), Marti Tiffany (Special Education Teacher/Coordinator) and Alaa Yousef (Middle School ELA teacher). These Professional Development activities will take place in Room 411, our ESL classroom. There will be a total of six study group sessions on the following dates: 10/27, 11/10, 12/1, 1/19, 2/16 and 3/16. Each of these teachers will be paid per session for each study group session. These sessions will be one and a half hours in duration. The professional text needed for this group is "Getting Started with English Language Learners, How Educators Can Meet the Challenge" by Judie Haynes. The first session (10/27) will focus on Key Concepts of Second-Language Acquisition. Session II (11/10) How students acquire Social and Academic Language. On 12/1: Language Progressions: What are they and how do we use them? On 1/19 Part IV: Correlating Instruction with the Stages of Second-Language Acquisition. Session 5 (2/16) will center around Haynes's chapter on Challenges for ELLs in Content-Area Classes On 3/16: Differentiating Instruction for English Language Learners.

This study group will positively impact the progress of ELLs in that Ms. Tiffany and Ms. Yousef will have a heightened understanding of language acquisition and integrating language and content instruction for English Language Learners. They also will be equipped to implement the Common Core Learning standards and in particular adapt course materials so that ELLs have access to grade level content information.

Jennifer Miller, who is leading this study group will receive ongoing PD offered through Brooklyn North Field Support Center's Study Group Sole ENL Provider. Its first meeting will be held on Thursday, October 20th from 4 p.m. to 6 p.m. at 131 Livingston St. Brooklyn in Room 508 B. Subsequent meetings are scheduled for November 17th, December 15th, January 19th, February 16th, March 16th, April 27th, May 18th, and June 8th.

Louise Bauso will attend a series of six trainings/design workshops hosted by teachers of the National Project and the Educator Innovator networks. She and twelve other teachers who have been designing and developing Youth Voices (youthvoices.live) for the past thirteen years will participate in design workshops where she will integrate the Youth Voices connected learning.
Part C: Professional Development

curriculum and badges with LRNG’s new architecture and process of building playlists and digital badges (LRNG.org). Playlists of tasks for learning are particularly useful for supplemental programs in that they allow for high levels of differentiation and pacing among students. She will use her training to create playlists for the Global History Saturday Academy in January and May. The first training is Saturday, November 5 and the other five dates are still to be determined.

We will carefully maintain records of agendas and attendance sheets in a spiral folder. This folder will remain locked in a filing cabinet in room 411, the school’s ENL classroom.

Part D: Parental Engagement Activities

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

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

Begin description here: ______

In addition to regular parent outreach through intake interviews, parent orientations, and phone call updates, the parents of ELLs will be invited into the school for four separate events throughout the school year. Bilingual faculty members, either Cory Deoleo or Zandra Cuevas, will provide translation for these events in Spanish and Georgette Lutfi (paraprofessional) will translate for Arabic speakers. The Translation hotline will be used for parents speak languages other than Spanish or Arabic. Title III funds will be used to purchase food for these events. We will maintain records of agendas, attendance sheets, and invitations in parent’s preferred languages in the school’s ELL Data Binder, stored in Room 411, as well as on the shared document for Parent Outreach.

Event #1: Digital Literacy

As the majority of our ELLs have computers with Internet access at home, our ENL teacher will discuss different 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. This event will take place on Thursday, November 17 from 4:00-6:00 p.m. and because of the interactive nature of the event, both ENL teachers will help facilitate.

Event #2: POV Documentary Screening

Park Slope Collegiate will host a community screening of Sin Pais (Without Country), a PBS POV documentary exploring one family’s complex and emotional journey involving deportation. POV films showcase documentary film as an art form and can also be used to present information, get people interested in taking action on an issue, provide opportunities for people from different groups or perspectives to exchange views and create space for reflection. We hope to build this film screening program for ELLs and their parents into a frequent occurrence, but will begin with Monday, January 23 for our first screening. Louise Bauso and Zandra Cuevas (Spanish translation) will facilitate.

Event #3: Demystifying the NYSESLAT

Explanatory session on Wednesday, May 3 from 4:00-5:30 to explain the components of the NYSESLAT exam that will administered the following week, as well as tips for helping children do their best on a test. Event will include individual family conferencing on NYSESLAT scores from last year and both ENL teachers, Louise Bauso and Jen Miller, will present.

Event #4: English Language Opportunities over Summer Break
Part D: Parental Engagement Activities

Jen Miller and Cory D’Oleo (translation) will provide parents with opportunities for learning in the summer. New York City libraries, parks, and YMCAs offer a huge number of free workshops and classes that meet in the summer and target both youth and adults. The second half of the presentation will serve as a workshop where parents can apply online for the programs which interest them. This event will take place on Wednesday, June 7 2017 from 4-6 pm.

Part E: Budget

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

Allocation Amount: $_____

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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</tr>
<tr>
<td>• Per session</td>
<td></td>
<td></td>
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<tr>
<td>• Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
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<tr>
<td>• High quality staff and curriculum development contracts.</td>
<td></td>
<td></td>
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<tr>
<td>Supplies and materials</td>
<td></td>
<td></td>
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<tr>
<td>• Must be supplemental.</td>
<td></td>
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<tr>
<td>• Additional curricula, instructional materials.</td>
<td></td>
<td></td>
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<tr>
<td>• Must be clearly listed.</td>
<td></td>
<td></td>
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<tr>
<td>Educational Software (Object Code 199)</td>
<td></td>
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<tr>
<td>Travel</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>464</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Jill Bloomberg</th>
<th>Assistant Principal</th>
<th>Jill Sandusky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach</td>
<td>NA</td>
<td>Coach</td>
<td>NA</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Jennifer Miller</td>
<td>School Counselor</td>
<td>Fiordanza Parciale</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Veronica Boyhan</td>
<td>Parent</td>
<td>Melissa Moskowitz</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Louise Bausso</td>
<td>Parent Coordinator</td>
<td>Steffen Nelson</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Martha Tiffany</td>
<td>Field Support Center Staff Member</td>
<td>Tatyana Ulubabova</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Michael Pryor</td>
<td>Other (Name and Title)</td>
<td>Sheena Hackaday (Math and ENL)</td>
</tr>
</tbody>
</table>

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 | 4 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 3 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 |
| Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 |
| Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| 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] | 0 |
| Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 655 |
| Total number of ELLs | 56 |
| ELLs as share of total student population (%) | 8.55% |

2018-19 CEP
Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply

<table>
<thead>
<tr>
<th>Program</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>12</th>
<th>Tot #</th>
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</thead>
<tbody>
<tr>
<td>Transitional bilingual education program (TBE)</td>
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<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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<td>0</td>
</tr>
</tbody>
</table>

This school offers (check all that apply):

Transitional bilingual education program (TBE) Yes ☐ No ☒ If yes, indicate language(s): NA
Dual language program (DL) Yes ☐ No ☒ If yes, indicate language(s): NA
Freestanding ENL Yes ☒ No ☐

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   This year we are using the formative assessment developed by TCRWP in our middle school. 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.
In both our middle and high school we use the NYSITELL, Spanish LAB and the NYSESLAT to provide ourselves with important quantitative information. We differentiate instruction to meet their varied needs through use of an array of levels of texts, conferencing, and carefully assigned student groups. Students new to our school are given the oral interview questionnaire to determine whether or not they have a gap of two or more years in schooling. Our school also uses teacher-based tasks to assess early literacy skills. These tasks consist of written work as well as assessment of students’ decoding and comprehension skills. Students are tested specifically on phonic awareness through minimal pairs tasks. The writing assessment asks students to write about their favorite time of year. These data provide important insights regarding our English Language Learners’ readiness for reading complex texts and engaging in high level writing tasks. The data also provides school staff with information about computational and mathematical understanding. ELLs who require further support in literacy are provided with after school tutoring opportunities as well as assistance in the ENL class. The instructional plan of the school takes into account student literacy needs. Teachers provide scaffolds for our low-literacy learners to assist them in acquiring the content while also developing literacy skills.

2. What structures do you have in place to support this effort?
At the beginning of the school year our ENL teachers meet for an hour of each day of the first week to closely review the data of our ELLs prior to programming them. After drafting a programming plan they meet with the principal and programmer to decide on appropriate instructional plans. For the rest of the school year the ENL teachers have a study group to analyze successes and challenges. At the end of each month Jennifer Miller meets with Principal Jill Bloomberg to implement changes.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
We evaluate the success of our programs for ELLs through various measures, including the NYSESLAT, NYSITEELL, Middle School New York State exams and Regents exams. After reviewing class grades and progress in language development as measured through formative assessment throughout the school year we modify our programs based on the data with a focus on language modalities. 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.

4. What structures do you have in place to address interventions once the summative data has been gathered?
Once summative data has been gathered we carefully analyze our curriculum maps for our freestanding ENL courses and modify as needed, paying attention to both content and language objectives. For our collaborative ENL teaching we work with content area teachers to implement necessary changes. We use the Common Core new language arts standards to shape our interventions. Similarly, we use the appropriate new New York State Common Core Learning Standards for each content area (math, science, social studies, English Language Arts).

5. How does your school use 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.]
For each English language learner who scores below specified levels of performance on the annual English language proficiency assessment, our school determines the additional support services to provide the student, taking into consideration evidence such as the following:

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].
Instruction is aligned with the data from the most recent NYSESLAT, NYSITELL and Spanish LAB results. Planning for the upcoming school year is pending on the results of the NYSESLAT for both our middle and high school. In addition, for high school we analyze the Regents Exams: ELA, Math, Science and Social Studies results. For middle school we use the New York State Exams for ELA, Math and Science. 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.
7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
Consultation is ongoing between ENL and content area teachers and is supported by administration. Integrated teaching involves content and ENL teachers planning together as a means to supporting ELLs. Differentiation and scaffolding strategies are incorporated into lesson planning as well as unit planning. Teachers employ strategies, such as vocabulary mapping, previewing text, graphics, graphic organizers, and cooperative learning to ensure that the entering/emerging student can access content material as well as develop the academic language required for that content area. Furthermore, strategic grouping is used in class to ensure that language development is a focus. English language learners are paired with students who share the native language, so that they can access the content while acquiring structures and vocabulary in the new language.

Part IV: ELL Programming

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 for both our middle and high school. We program our freestanding program according to student proficiency levels. In middle school entering students receive 180 minutes of standalone minutes and 180 minutes of integrated services. Emerging students receive 90 minutes of standalone ENL and 180 integrated. Transitioning and expanding level students receive 180 minutes of integrated ENL. In high school 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 heterogenenous class of entering through transitioning, and a co-teaching class, which includes a heterogeneous group (transitioning through expanding) of ELLs. In our freestanding classes the grade span we use is two contiguous grades and the proficiency levels are heterogeneous.
   b. TBE program. If applicable.
      Not Applicable
   c. DL program. If applicable.
      Not Applicable

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

Our middle school ENL students are programmed according to their proficiency levels:
Entering students receive 180 minutes of stand-alone ENL and 180 minutes of Integrated ENL. Emerging students receive 180 minutes of stand alone ENL and 180 minutes of Integrated ENL. Our Transitioning students receive 180 minutes per week, with 90 minutes in stand-alone ENL and the other 90 in Integrated ENL. Our Expanding students in grades 6-8 receive 180 minutes per week of integrated ENL/ELA per week. In our stand-alone classes the grade span we use is two contiguous grades and the proficiency levels are are heterogeneous.
Similarly, our high school students are programmed according to their proficiency levels. Entering students receive a total of 540 minutes per week with 360 minutes of stand-alone ENL and 180 minutes of Integrated ENL. Emerging students receive a total of 360 minutes per week with 180 minutes of stand alone ENL and 180 minutes of Integrated ENL. Our Transitioning students receive a total of 180 minutes: 90 minutes of stand-alone ENL minutes per week, with the other 90 in Integrated ENL. Our expanding students in grades 9-12 receive 180 minutes per week of integrated ENL/ELA per week. In our stand-alone classes the grade span we use is two contiguous grades and the proficiency levels are are heterogeneous. Former ELLs in both middle and high school receive 90 minutes of Integrated ENL services.

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 results. When possible, students may present their findings in their native language to an audience of the same language. This leads to an expanding student translating all of the group’s answers to a bilingual ENL 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, ENL 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 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 our ENL teachers through analysis of the NYSITELL scores/Spanish Lab (if applicable) and the DOE’s LENS. SIFE students are assigned for before or after school individual tutoring and after school/Saturday academic programs. In all content area classes, all SIFE students are heterogeneously mixed with their ELL peers. Instruction in all classes target SIFE students' needs by providing multiple strategies for the acquisition of both language and content, including: leveled reading materials, jigsaw reading, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation and QTEL strategies.

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

c. ELLs receiving service for 4 to 6 years of service are placed in heterogeneous ENL and content area classes with ELL peers of varying academic, linguistic and ethnic backgrounds. Instruction in all classes incorporates multiple strategies for the
acquisition of both language and content, including: leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

d. Long term ELLs are placed in heterogeneous ENL and content area classes with ELL peers of varying academic, linguistic and ethnic backgrounds. Instruction in all classes incorporates multiple strategies for the acquisition of both language and content, including: leveled reading materials, jigsaw readings, collaborative group work, oral presentations, project-based assessments, scaffolding, differentiation, and QTEL strategies.

e. Our plan for former ELLS is for content area teachers and ENL 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.

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

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 ENL instruction receive the appropriate program, including bilingual instruction if mandated.

7. 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?

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 student 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 ENL performance standards for reading and writing throughout the year.

8. 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 duolingo.

SIFE: Students will participate in focused SIFE 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 ENL teachers work cooperatively to ensure that transitional students are supported through differentiated assignments. The ENL teachers support the students in understanding content area work.

9. Based on data and trends, 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 CERCA and Castle Learning.

10. If you had a bilingual program, what was the reason you closed it?

Not applicable.

11. 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.

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

Across ENL proficiency levels we incorporate the use of Google docs, forms, and slides. This is helpful particularly for differentiating assessment products that students create according to their particular needs. Similarly, we use Google classroom to share assignments, leveled texts, and slides. This provides a way for students to review classwork easily.

For Entering and Emerging students we use the website Tarheel reader which has age-appropriate books for lower reading levels. For all students we also use duolingo and Rosetta Stone which allows us to precisely target individual linguistic needs.

In ELA and Social Studies courses

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

Our curriculum incorporates the use of home language in many different ways. Students may work in home 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 home language to an audience of the same language. This leads to an Expanding student translating all of the group’s answers to Jennifer Miller or Louise Bauso, our ENL teachers. They informally evaluate 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, ENL and ELA classes in both English and Spanish in order for different proficiency leveled students' summative 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.

14. 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. As a small school, our guidance department is able to get to know our students on an individual basis, and to assist them with any issues that arise. 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.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

Our school shares a building and many resources. This includes social workers, speech teachers, psychologists and occupational therapists. Our ELL Coordinator and The Secondary School for Journalism's, Deirdre Quinn, meet once a month to discuss curriculum that they can share to fit both schools’ needs. Similarly, we discuss and share any compliance updates that occur throughout the school year. Each spring we grade each others NYSESLAT writing sections.
16. 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. 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 have the opportunity to meet with their teachers, engage in curriculum exploration, and become familiar with the culture of the school. All students, including ELLs, are invited to participate. Before the start of the beginning of the school year newly enrolled ELL students and their parents 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 uses bilingual school personnel or over the phone interpretation service.

17. What language electives are offered to ELLs?

The language elective that is offered to ELLs is Spanish.

18. 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)?

Not applicable.

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 and non-pedagogic staff.) 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?

We will engage in those activities which support our ENL and general education teachers in providing the necessary adaptations and strategies for the ELL student. The ENL teacher will attend professional development meetings through Brooklyn North Field Support and the Office of English Language Learners. 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 13th: Scaffolds/strategies for our Entering and Emerging ELLs
December 4th: NYC DOE’s Language Translation and Interpretation Unit: Best Practices
January 8th: Understanding language acquisition: Language and content objectives for history and ELA/math and science
February 5th: Understanding language acquisition: Language and content objectives for history and ELA
March 21: Lesson planning for content and language development for ELLs
April 18: Formative assessment for ELLs

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.

2. 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.

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 teachers 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.

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.

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. These visits take place before or after school. We ensure parents attend these meetings by sending them letters describing their importance, and suggested dates. Parents can visit either Jennifer Miller or Louise Bausso (ENL teachers). We use bilingual school personnel in Spanish and Arabic. With other languages we utilize the Department of Education’s phone interpretation service. Content area and ENL teachers as well as support staff (guidance, social worker) attend these meetings.

2. 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 ENL 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.

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 ENL 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.
Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Jill Bloomberg, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Bloomberg</td>
<td>Principal</td>
<td></td>
<td>1/12/16</td>
</tr>
<tr>
<td>Jill Sandusky</td>
<td>Assistant Principal</td>
<td></td>
<td>1/12/16</td>
</tr>
<tr>
<td>Jennifer Miller</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>1/12/16</td>
</tr>
<tr>
<td>Melissa Moskowitz</td>
<td>Parent</td>
<td></td>
<td>1/12/16</td>
</tr>
<tr>
<td>Veronica Boyhan</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>1/12/16</td>
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<tr>
<td></td>
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<tr>
<td>Fiordaliza Parziale</td>
<td>School Counselor</td>
<td></td>
<td>01/12/16</td>
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<td></td>
<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

DBN: 15K464  School Name: Park Slope Collegiate  Superintendent: Michael Pryor

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steffen</td>
<td>Nelson</td>
<td>Parent Teacher Coordinator</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Miller</td>
<td>ENL Teacher</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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, ATS reports - RCPL and RAPL and Teacher survey by class, Surveys conducted by schools.

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>619</td>
<td>70.02</td>
<td>614</td>
<td>69.46</td>
</tr>
<tr>
<td>Arabic</td>
<td>14</td>
<td>1.58</td>
<td>12</td>
<td>1.36</td>
</tr>
<tr>
<td>Bengali</td>
<td>6</td>
<td>0.68</td>
<td>8</td>
<td>0.9</td>
</tr>
<tr>
<td>Chinese</td>
<td>12</td>
<td>1.36</td>
<td>10</td>
<td>1.13</td>
</tr>
<tr>
<td>Cantonese</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>French</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Haitian Creole</td>
<td>4</td>
<td>0.45</td>
<td>4</td>
<td>0.45</td>
</tr>
<tr>
<td>Japanese</td>
<td>1</td>
<td>0.11</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Mandarin</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.11</td>
</tr>
<tr>
<td>Mossi</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0.23</td>
</tr>
<tr>
<td>English</td>
<td>619</td>
<td>70.02</td>
<td>614</td>
<td>69.46</td>
</tr>
<tr>
<td>Russian</td>
<td>3</td>
<td>0.34</td>
<td>3</td>
<td>0.34</td>
</tr>
<tr>
<td>Slovak</td>
<td>1</td>
<td>0.11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spanish</td>
<td>223</td>
<td>25.23</td>
<td>225</td>
<td>25.45</td>
</tr>
<tr>
<td>Urdu</td>
<td><strong>You listed English twice</strong></td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

**Part B: Communications Calendar & Language Services**

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences</td>
<td>September, November, March, May</td>
<td>We use DOE Intranet templates We use DOE Intranet template(s) for covered languages; we use school-based personnel and/or translation vendor for non-covered languages when needed.</td>
</tr>
<tr>
<td>Newsletters</td>
<td>Monthly</td>
<td>School Staff and Translation and Interpretation Unit</td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Teacher Conferences on 9/28, 11/9, 3/8 and May 3rd</td>
<td>September, November, March, May</td>
<td>We use over the phone interpretation service, bilingual school personnel</td>
</tr>
<tr>
<td>SLT meetings</td>
<td>monthly from October to June</td>
<td>We use over the phone interpretation service, bilingual school personnel</td>
</tr>
<tr>
<td>Annual ENL face-to-face meetings</td>
<td>September/October</td>
<td>We use over the phone interpretation service, bilingual school personnel</td>
</tr>
<tr>
<td>IEP Meetings</td>
<td>September through June</td>
<td>We use over the phone interpretation service, bilingual school personnel</td>
</tr>
</tbody>
</table>

3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

We use the language line phone script and bilingual school staff. We also are implementing robo call..

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.
Our Language Access Coordinator will use two monthly Monday professional development meetings in November and December where he will ensure that all staff members are aware of:

Parents’ Rights in terms of language assistance; how to find common translated documents explaining programs, services and policies, and other sample school letters and forms on the DOE’s website (http://schools.nyc.gov) as well as on the Language Translation and Interpretation services intranet portal

The Chancellor’s Regulation A-663 and what resources are available to meet compliance.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

The Bill of Parent Rights and Responsibilities, which outlines access to translation services for parents is located in the parent room, 436 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.

Our parent teacher coordinator will assure that the following are properly distributed:

- A multilingual welcome poster and translated signage
- An archive of pre-translated applications, forms, and templates
- A language identification guide for school staff and an “I speak...” card
- Bilingual glossaries of Department of Education terminology and special education terms and definitions

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.