



**[THE COBBLE HILL SCHOOL OF AMERICAN STUDIES]**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (DISTRICT 15/ BROOKLYN/ K519)**

**ADDRESS: 347 BALTIC STREET, BROOKLYN, NY 11201**

**TELEPHONE: (718) 403-9544**

**FAX: (718) 403-9555**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** K519      **SCHOOL NAME:** The Cobble Hill School of American Studies

**SCHOOL ADDRESS:** 347 Baltic Street, Brooklyn, NY 11201

**SCHOOL TELEPHONE:** (718) 403-9544      **FAX:** (718) 403-9555

**SCHOOL CONTACT PERSON:** Anna Maria Mule      **EMAIL ADDRESS:** [amule@schools.nyc.gov](mailto:amule@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Tina Callender

**PRINCIPAL:** Anna Maria Mule

**UFT CHAPTER LEADER:** Jeffrey Slater

**PARENTS' ASSOCIATION PRESIDENT:** Charmaine Brito-Stewart

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Dreanna Guillaume

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 15      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Kathy Pelles

**SUPERINTENDENT:** Aimee Horowitz

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Anna Maria Mule	*Principal or Designee	
Jeffrey Slater	*UFT Chapter Chairperson or Designee	
Charmaine Brito-Stewart	*PA/PTA President or Designated Co-President	
Pamela Hight	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Dreanna Guillaume	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Chris O’Neal	CBO Representative, if applicable	
Tina Callender	Member/Teacher	
Michelle Ballard	Member/Parent	
Sharlene Amaya	Member/Student	
Robin Tasman	Member/Parent	
Frank Ocasio	Member/Parent	
Ronald Birnbaum	Member/Teacher	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The mission of The Cobble Hill School of American Studies is to provide a full academic College Preparatory curriculum with a special focus on the Humanities and Legal professions. The school will offer special electives and research facilities of major libraries, colleges and institutions and make use of state-of-the-art computer facilities and science laboratories. Specialists from universities and private enterprise will collaborate with our students and staff.

Our teaching philosophy emphasizes active learning with a student-centered approach in which the students, the staff, the home and the community are educational partners. Simulations and real-world activities will supplement classroom activities. Learning will be interdisciplinary and knowledge gained in one area will be applied to other areas of the curriculum. We will challenge all students to excel academically. We will establish a standards-based curriculum for all.

The Cobble Hill School of American Studies is a comparatively small comprehensive high school with an emphasis on Humanities and Law. The school grew out the belief that today's students will be better prepared for the challenges of tomorrow when they have developed insight into areas in which they expressed an interest. The school has expanded our emphasis and added new course offerings in Law, AVID and College Summit. This year, Cobble Hill is one of the schools identified to participate in NYC's transformation model. Based on this identification course offerings have been expanded, the amount of professional development increased, and the school day restructured to allow more time for planning instruction.

The Cobble Hill School of American Studies is located in a beautiful neighborhood in downtown Brooklyn. The newly gentrified neighborhood serves many students who travel to Cobble Hill from all parts of Brooklyn and throughout New York City. Although students are drawn city-wide they do not come from the Cobble Hill Community.

The diversity of the school population is expanding. At present the 718 students of which 77.9% are eligible for free lunch, are 72.8% Black, 21.9% Hispanic, 2% White, 2% Asian and other. The student body is served by four assistant principals, forty-seven teachers, four guidance counselors, four social workers, one psychologist, one speech therapist, ten paraprofessionals, four secretaries, eight school aides, one parent coordinator, three additional support personnel and eleven school-safety agents.

Students are instructed by highly qualified teachers. All teachers are certified, 95% have been teaching in the school for more than two years, more than 86% have five or more years of teaching experience and 86% of teachers have a master's degree or higher.

Cobble Hill offers students an opportunity to work closely with teachers and staff and each learn from the other. We are dedicated to helping our students succeed not only in school but in life. Cobble Hill provides four year programs in math, science and history, and three years of language. There are three computer labs and one mobile laptop station, one being dedicated to career development offering occupational and technical programs. AP classes in English and American History are offered and allow students a more rigorous class experience. In addition, our library is

used as a computer resource center and is open to students throughout the day for research and school assignments. We offer P.M. and Saturday classes for credit accumulation.

Students can choose to join clubs and teams or participate in a number of outside programs. An sampling of the clubs are: crochet, hair, African dance, acting, step. The teams are varsity and junior varsity basketball, baseball and plans for football. Some of the outside programs are: student generated publications in partnership with community based organizations, e.g. Literacy Ink, and the Teachers' Writers' Collaborative, student produced artwork in partnership with Rotunda Galleries, and Expeditionary Learning facilitated by staff trained in this pedagogical method, New York Law Institute, Brooklyn Historical Society, Warren Street Family Center, Urban Word, New York Cares, Long Island University, Columbia and New York University and the Journalism Department – Long Island University, College Classes with Honor's Dept. at Long Island University, New York City Technical College, College Now.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

**CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>		Cobble Hill School of American Studies					
<b>District:</b>	15	<b>DBN:</b>	15K519	<b>School BEDS Code:</b>	331500011519		
<b>DEMOGRAPHICS</b>							
Grades Served:	Pre-K	3	7	11	√		
K	4	8	12		√		
1	5	9	√	Ungraded	√		
2	6	10		√			
<b>Enrollment</b>		<b>Attendance - % of days students attended:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		
Pre-K	0	0	0	78.0	79.6	TBD	
Kindergarten		0	0	0	0		
Grade 1	0	0	0	0		<b>Student Stability - % of Enrollment:</b>	
Grade 2	0	0	0	2007-08	2008-09	2009-10 <i>(As of June 30)</i>	
Grade 3	0	0	0	88.2	87.9	TBD	
Grade 4		0	0	0	0		
Grade 5	0	0	0	0		<b>Poverty Rate - % of Enrollment:</b>	
Grade 6	0	0	0	2007-08	2008-09	2009-10 <i>(As of October 31)</i>	
Grade 7	0	0	0	74.3	71.1	77.9	
Grade 8		0	0	0	0		
Grade 9	279		334	283		<b>Students in Temporary Housing - Total Number:</b>	
Grade 10	254	197	221	2007-08	2008-09	2009-10 <i>(As of June 30)</i>	
Grade 11	99	100	100	17	46	TBD	
Grade 12		141	141			111	
Ungraded	1		1	3		<b>Recent Immigrants - Total Number:</b>	
Total	774	773	718	2007-08	2008-09	2009-10 <i>(As of October 31)</i>	
7		2			12		
<b>Special Education Enrollment:</b>		<b>Suspensions (OSYD Reporting) - Total Number:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		
# in Self-Contained Classes	88	96	74	0	27	TBD	
# in Collaborative Team Teaching (CTT) Classes	29	36	39	44	58	TBD	
Number all others		57		38		29	
<i>These students are included in the enrollment information above.</i>		<b>Special High School Programs - Total Number:</b>					
2007-08		2008-09	2009-10	<i>(As of October 31)</i>			
N/A		225	176	CTE Program Participants			
0	0	0		English Language Learners (ELL) Enrollment: (BESIS Survey)			
<i>(As of October 31)</i>		2007-08	2008-09	2009-10			

# in Transitional Bilingual Classes	0	0	0				<b>Number of Staff - Includes all full-time staff:</b>
# in Dual Lang. Programs	0	0	0	2007-08	2008-09	2009-10	(As of October 31)
# receiving ESL services only	31	19	33	47	47	TBD	Number of Teachers

**6 CEP Section III: School Profile Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

# ELLs with IEPs	6	6	11	21	22	TBD	Number of Administrators and Other Professionals
5	5	TBD	These students are included in the General and Special Education enrollment information above.			TBD	Number of Educational Paraprofessionals

<b>Teacher Qualifications:</b>				<b>Overage Students (# entering students overage for grade)</b>			
2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	(As of October 31)	(As of October 31)
92	65	TBD	98.0	100.0	TBD		% fully licensed & permanently assigned to this school
66.0	67.3	TBD					% more than 2 years teaching in this school
64.0	59.2	TBD	<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere
(As of October 31)	2007-08	2008-09	2009-10	74.0	73.0	TBD	% Masters Degree or higher
American Indian or Alaska Native	0.3	0.4	0.6	81.8	97.6	TBD	% core classes taught by "highly qualified" teachers (NCLB/SED)
Black or African American		64.7		68.3		72.8	
Hispanic or Latino		30.5		27.3		21.9	
Asian or Native Hawaiian/Other Pacific Isl.		1.9		1.8		1.5	
White		2.6		2.2		2.1	
<b>Male</b>		51.0		46.6		41.5	
<b>Female</b>		49.0		53.4		58.5	

**2009-10 TITLE I STATUS**

√	Title I Schoolwide Program (SWP)			
Title I Targeted Assistance Non-Title I				
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10
√	√	√		√

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**SURR School (Yes/No)**

If yes, area(s) of SURR identification:

**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

**Phase**

**Category**

In Good Standing (IGS)	Basic	Comprehensive	Focused
Improvement Year 1			
Improvement Year 2			
Corrective Action (CA) – Year 1		√	
Corrective Action (CA) – Year 2			
Restructuring Year 1			
Restructuring Year 2			
Restructuring Advanced			

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### SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

#### Individual Subject/Area AYP Outcomes:

##### Secondary Level

ELA: X  
Math: X  
Science: X

##### Elementary/Middle Level

ELA:  
Math:  
Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

##### Secondary Level

ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target	Student Groups
-----	------	---------	-----	------	-------------	-----------------	----------------

√	X		X	50			All Students
<b>Ethnicity</b>							
-		-					American Indian or Alaska Native
X		X					Black or African American
√		√					Hispanic or Latino
-		-					Asian or Native Hawaiian/Other Pacific Islander
-		-					White
Multiracial							
-		-					Students with Disabilities
-		-					Limited English Proficient
√		X					Economically Disadvantaged
<b>Student groups making AYP in each subject</b>		3		1			0

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

##### Progress Report Results – 2008-09

B  
58  
√  
7.5  
*(Comprises 15% of the Overall Score)*  
15.9  
*(Comprises 25% of the Overall Score)*  
31.6  
*(Comprises 60% of the Overall Score)*  
3

##### KEY: QUALITY REVIEW SCORE

√ = Made AYP  
√<sub>SH</sub> = Made AYP Using Safe Harbor Target  
√ = Proficient  
– = Insufficient Number of Students to Determine AYP Status

##### KEY: PROGRESS REPORT DATA

NR = Data Not Reported

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\* [http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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### SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:

District:

DBN #:

School BEDS Code:

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten				<b>Student Stability: % of Enrollment</b>					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2									
Grade 3				<b>Poverty Rate: % of Enrollment</b>					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5									
Grade 6				<b>Students in Temporary Housing: Total Number</b>					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8									
Grade 9				<b>Recent Immigrants: Total Number</b>					
Grade 10				(As of October 31)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
Ungraded				(As of June 30)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Special High School Programs: Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff: Includes all full-time staff</b>					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants					
# in Trans. Bilingual Classes				Early College HS Participants					
# in Dual Lang. Programs				<b>Number of Staff: Includes all full-time staff</b>					
# receiving ESL services only				(As of October 31)	2007-08	2008-09	2009-10		
# ELLs with IEPs				Number of Teachers					
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and					

DEMOGRAPHICS							
<b>Overage Students:</b> # entering students overage for grade				Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender:</b> % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher			
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
Multi-racial							
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURRE School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURRE identification:	
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>			
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

#### Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	

Additional Credit			Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

In the past five years, there has been an emphasis on changing the school to make it more college oriented. In order to support that change in culture, a number of new programs have been brought into the school such as AVID, College Summit, the Law Program, and four-year College Now. These changes have resulted in a steady increase in statistics over the past five years.

Based on the SNAPSHOT provided and the Progress Reports for the past two years, there has been a positive improvement in our data. This can be seen in an improvement in our attendance rate, credit accumulation, Regents passing percentages, and a decrease in our teacher turnover.

Based on NCLB, five years ago we were identified Corrective Action for both ELA and Math. Those issues were addressed and we are currently in "Good Standing" for ELA and Math.

We are currently identified Corrective Action Year 1 /Transformation Model for graduation rate. Due to this identification we received a Curriculum Audit. As part of the Curriculum Audit, there was a joint review with the staff from Learning Points Associates and staff members from Cobble Hill. A transformation team consisting of one teacher from each academic discipline, a representative from every CBO, SAPIS counselor, one guidance staff, Principal, PTA vice president, two students and ad hoc members representing the network and/or cluster was created to assess school needs, develop interventions and evaluate progress and or accomplishments. The transformation team reviewed student grades, promotion rates, state report card, curriculum audit, progress report from the past three years, Quality Review results, school profile, teacher and administrator input, assessments from Network Leader and school community partners, and found the schools primary areas of need are:

- Increase student achievement in content areas, with a focus on increasing the number of students graduating with an Advanced Regents Diploma.
- Improve teacher use of data to drive instructional goals.
- Enhance teacher skills in classroom management and positive behavior supports
- Expand teachers understanding of how to provide more meaningful feedback to students in order to motivate and provide them with next steps toward improving learning.

These data sources became the basis for ELA, Math and Graduation Rate goals and action plans.



## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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By August 2011, the passing rate for ELA courses will increase by 10% as measured in the school scholarship report.

By August 2011, the passing rate for math Regents scores and course passing rates will increase by 10 % as measured in the school scholarship report.

By August 2011 increase the number of students successfully completing the requirements for an advanced regent diploma from Cobble Hill within four years by 5%.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** English

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By August 2011, the passing rate for ELA courses will increase by 10% as measured in the school scholarship report.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices. These ideas will become part of the guidelines for the observation tool.</li> <li>• Teachers, Master Teacher, and AP will align student scholarship to the passing rates on Regents exams. Based on this alignment develop a uniform grading policy that promote this alignment to better support all students.</li> <li>• Differentiated Professional Development on site conducted by master teacher and off-site with Coaches and Network CFN 308 staff, guided discipline will support ELA teachers from September to June.</li> <li>• The ELA teachers with the assistance of the master teacher will implement and design curriculum maps based on the core standards.</li> <li>• Teachers will use Datacation to give feedback to students and parents on student progress in each course.</li> <li>• Teachers of CTT classes for special needs students will be given support by the coordinator of SWD and the ELA AP.</li> <li>• An accelerated class in 9th and 10<sup>th</sup> grades to advance students so they will be eligible for AP English Language and Composition and AP English Literature and Composition in their junior and senior years.</li> <li>• Teachers will use Acuity periodic assessments and ACHIEVE 3000 to differentiate lessons based on student strengths and weaknesses</li> <li>• The transformation team will work to develop rubrics for evaluating teacher effectiveness, teaching and learning, student support and school climate and culture.</li> <li>• Students will be given the opportunity to attend after school and Saturday academy to help them</li> </ul>

	<p>pass regents and make up failed classes.</p> <ul style="list-style-type: none"> <li>• Increased intervisitation among Humanities staffs both within the building and outside to share best practices.</li> <li>• Study groups will be created according to teacher developmental needs as assessed by master teachers and administrators.</li> </ul> <p>ELL's and SWD's:</p> <ul style="list-style-type: none"> <li>• Teachers of ELLs and SWDs and the AP will align the curriculum to match the ELA standards for general education students. Special Education ELA teacher(s) will be included in all department meetings and professional development sessions.</li> <li>• Teachers will work collaboratively with the AP to further develop CTT classes at all levels for special needs students.</li> <li>• Teachers will meet periodically to plan and evaluate curriculum.</li> <li>• Teachers will use Achieve 3000 to support students.</li> <li>• Teachers and APs will participate in research based protocol for aligning instruction to student's needs that involves intervisitations and examining student work for evidence.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I  Contract for Excellence  SIG</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administrators will conduct teacher-by teacher assessment of student passing rates and regents passing rates (when available) at three times during the year. The first will set a benchmark, the second will be mid-year and the third will be at the end of the year.</li> <li>• Teachers will demonstrate progress in individual and departmental professional goals monitored through regular feedback during weekly common planning, monthly department meetings, weekly content area planning meetings, and learning walks.</li> <li>• A sub-committee of the transformation team will monitor the quality, timeliness and follow up of administrative teacher observations. .</li> <li>• There will be a 5% increase in the percentage of students passing ELA Regents.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Graduation Rate

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By August 2011 increase the number of students successfully completing the requirements for an Advanced Regents Diploma from Cobble Hill within four years by 5%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Monitor Teacher monthly meetings that review student passing rates and Regents scores. Data will be disaggregated by teachers at the monthly meeting. Meetings will take place on the second Monday of every month.</li> <li>• Distribute student tracking tool to be completed at monthly meeting.</li> <li>• Students meet weekly with Guidance Counselors to track and support students in meeting goals. identify barriers; implement necessary steps to address issues.</li> <li>• Bi weekly Guidance Meetings will be held to support guidance staff in implementing initiatives</li> <li>• Guidance Counselors track credit accumulation by marking period and identify those ‘at risk’ students and schedule PM classes.</li> <li>• Guidance Counselors develop recovery plans. Set weekly targets and monitor student progress. Improvement plans support students who are not on target to meet their goals.</li> <li>• Guidance Counselors will use Datacation to give feedback to students and parents on student progress in each course</li> <li>• Participate in weekly attendance meetings from September – June, to monitor student attendance and cuts and to increase the amount of outreach for students with 3 or more cuts or absences.</li> <li>• Organize college trips and college related activities from September to June, (College Now, College Fairs, Making it Count Presentations, College Summit, AVID, SAT Prep Classes, Hispanic Scholarship Fund Steps for Success Program) for all grades and parents.</li> <li>• Assist in enhancing student resiliency and connectedness to the school through after school activities via CBOs’ (Leadership Program, Partnership With Children). As well as additional individual clinical counseling, and group counseling through the support of a team of 5 new</li> </ul>

	<p>Social Workers from the Partnership With Children.</p> <ul style="list-style-type: none"> <li>• Every marking period identify trends in the cohort and communicate them to the Transformation Team so that strategic decisions can be made for class creation, instructional choices, tutoring and prep class availability</li> <li>• Every marking period the Guidance Counselor manipulates their cohort spreadsheets by dividing it into thirds in order to identify those who are on track, those students who are close to meeting standards and those who are at risk of not meeting requirements by the end of the school year.</li> <li>• Every marking period Guidance Counselor’s conduct meetings with teachers in order to track student progress and to formulate goals that students can fulfill in order to pass the course.</li> <li>• Monthly Cohort meetings are held with AP’s and Guidance Counselors to review and track cohort progress.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Tax Levy</li> <li>• Title 1</li> <li>• SIG</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• At the end of each credit accumulation cycle passing rates would be reviewed. An indicator of interim progress will be if 50% of those students enrolled pass classes they had previously failed.</li> <li>• Every marking period the passing rate will be monitored and an improvement of 10% in classes passed for the first two marking periods will be seen as an indicator of progress.</li> <li>• The Cobble Hill School of American Studies projects a gain of 5% of students successfully completing the requirements for an Advanced Regents Diploma.</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** **Mathematics**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>By August 2011, the passing rate for math Regents scores and course passing rates will increase by 10 % as measured in the school scholarship report.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>• Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices. These ideas will become part of the guidelines for the observation tool.</li> <li>• Teachers, Master Teacher, and AP will align student scholarship to the passing rates on Regents exams. Based on this alignment develop a uniform grading policy that promote this alignment to better support all students.</li> <li>• Differentiated Professional Development on site run by master teacher and off-site with Coaches and Network CFN 308 staff, guided discipline will support Math teachers from September to June.</li> <li>• The Math teachers with the assistance of the master teacher will implement and design curriculum maps based on the core standards.</li> <li>• Teachers will use Datacation to give feedback to students and parents on student progress in each course.</li> <li>• Teachers of CTT classes for special needs students will be given support by the coordinator of SWD and the ELA AP.</li> <li>• An accelerated class in 9th and 10<sup>th</sup> grades to advance students so they will be eligible for honors classes in their junior and senior years.</li> <li>• Teachers will use Acuity periodic assessments to differentiate lessons based on student strengths and weaknesses</li> <li>• The transformation team will work to develop rubrics for evaluating teacher effectiveness, teaching and learning, student support and school climate and culture.</li> <li>• Students will be given the opportunity to attend after school and Saturday academy to help them pass regents and make up failed classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Increased intervisitations among Mathematics staff both within the building and outside to share best practices.</li> <li>• Study groups will be created according to teacher developmental needs as assessed by master teachers and administrators.</li> </ul> <p>ELL's and SWD's:</p> <ul style="list-style-type: none"> <li>• Teachers of ELLs and SWDs and the AP will align the curriculum to match the Math standards for general education students. Inclusion of Special Education Math teacher(s) in all department meetings and professional development sessions.</li> <li>• Teachers with the AP will further develop CTT classes at all levels for special needs students.</li> <li>• Teachers will meet periodically to plan and evaluate curriculum.</li> <li>• Teachers will use Achieve 3000 to support students.</li> <li>• Teachers and APs will participate in research based protocol for aligning instruction to student's needs that involves intervisitations and examining student work for evidence.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Title I  Contract for Excellence  SIG</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>• Administrators will conduct teacher-by teacher assessment of student grades, passing rates and regents passing rates (when available) at three times during the year. The first will set a benchmark, the second will be mid-year and the third will be at the end of the year.</li> <li>• Teachers will demonstrate progress in individual and departmental professional goals monitored through regular feedback during weekly common planning, monthly department meetings, weekly content area planning meetings, and learning walks.</li> <li>• A sub-committee of the transformation team will monitor the quality, timeliness and follow up of administrative teacher observations. .</li> <li>• There will be a 10% increase in the percentage of students passing ELA Regents.</li> </ul>



## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	186	189			40	5	7	5
10	26	110	3		90	7	10	10
11	7	77	69	62	80	9	15	7
12	5	44	9	5	70	10	5	5

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.



**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	<b>90 minutes of daily instruction to 9<sup>th</sup> graders</b> <b>Remedial classes for students who need to pass the ELA Regents</b> <b>Regent Prep classes/After School</b> <b>Saturday School</b> <b>Daily tutoring/one to one</b> <b>Use of Kaplan method of instruction/Test prep materials</b>
<b>Mathematics:</b>	<b>90 minutes of daily instruction to 9<sup>th</sup> graders</b> <b>Enrichment classes for students who need to pass the Math Regents</b> <b>Regents Prep classes/After-School</b> <b>Saturday School</b> <b>Daily tutoring/one to one</b> <b>Use of Acuity, Periodic Assessments/Test prep materials/Integrated Algebra</b>
<b>Science:</b>	<b>Enrichment classes for students who need to pass the Science Regents</b> <b>Regent Prep classes/After-School</b> <b>Saturday School</b> <b>Daily tutoring/one to one</b> <b>Test prep materials/Science online learning program</b>
<b>Social Studies:</b>	<b>90 minutes of daily instruction to 10<sup>th</sup> graders</b> <b>Remedial classes for students who need to pass the Social Studies Regents</b> <b>Regent Prep classes/After-School</b> <b>Saturday School</b> <b>Daily tutoring/one to one</b> <b>Use of Kaplan method of instruction/Test prep materials</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Classroom presentations, group counseling and one to one counseling. Also case conferencing</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Case conferencing, initial referrals and collaborative team reviews</b>

<b>At-risk Services Provided by the Social Worker:</b>	<b>At Risk group counseling and individual counseling as preventative measures prior to initial referrals</b>
<b>At-risk Health-related Services:</b>	<b>SAPIS counselor handles substance abuse prevention via group counseling and individual counseling. We also offer condom availability program. Mental health referrals to Good Shepherd Services and St. Christopher Otille: Center For Family Life. Holistic Adolescent Referrals to the Door</b>



**CEP APPENDIX 2: PROGRAM DELIVERY FOR ELLS**  
**COBBLE HILL SCHOOL OF AMERICAN STUDIES K519**  
*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)**

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**I. Language Allocation Policy Team Composition**

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<i>Principal</i>	Kenneth Cuthbert	<i>ESL Teacher:</i>	Louise Bauso
<i>Assistant Principals:</i>	Costas Constantinidis, Suzane Thomas		
<i>Guidance Counselor:</i>	Maria Panagoulas	<i>Literacy Coach:</i>	NA
<i>Content Area Teacher:</i>	Daniella Santangelo	<i>Math Coach:</i>	NA
<i>Content Area Teacher:</i>	Jonathan Metzler	<i>Parent</i>	Wanda Rodriguez
		<i>Coordinator:</i>	

**Teacher Qualifications**

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Cobble Hill School of American Studies staffs one full-time and fully licensed ESL instructor to service our 37 students. This teacher coordinates the ESL program as well as teaching all proficiency levels of English Language Learners. She keeps regular contact with all content area teachers working with ELLs, providing supplementary materials and scaffolded ESL tasks. She also supports content area subject matter in her ESL classroom.

**ELL Demographics and School Description**

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Cobble Hill School of American Studies (K519) is located in the Cobble Hill community of Brooklyn, New York. 75% of our students are eligible for free lunch indicating that the majority of our students are of low-socio economic backgrounds.

Cobble Hill has a LEP/ELL population of 37 students from culturally diverse backgrounds whom are mostly from Hispanic background and Spanish is their first language. Our English Language Learner population is 5.0% of the total population. We offer ESL services to entitled general education and special education students. The ninth grade population consists of 294 students; 17 participate in the Freestanding ESL programs. The tenth grade population consists of 222 students; 11 in the ESL program. The eleventh grade population consists of 94 students; 5 are in the ESL program. The twelfth grade population consists of 116

students; 4 in the ESL program. The Special Education population has 161 students, including all levels of classification. All of the 10 ELLs in the Special Education program students are served as per the IEP.

## Parent Choice

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When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELLs. *Parent brochures* are disseminated in their native language to enrich their understanding of each available program. Parents complete the parent selection form and the school conforms to the parental choice selections.

Over the past three years, parental choice has shown that ELL parents primarily (85%) opt for the pre-existing ESL program at Cobble Hill. 15% have chosen bilingual programs, and are informed that a bilingual program does not yet exist at Cobble Hill and would require the parent transferring their child to another school. However, parents are also informed that if enough parents opt for a bilingual program and language and grade level are aligned among these choices, the school is obligated to create such a program under ELL mandates. As of yet, no parent who has chosen bilingual education as their first choice has opted for a transfer, and the small number of bilingual choices has not necessitated that Cobble Hill create such a program.

Each ELL who is a new admit to the New York City School System is placed in a program in accordance with their score on the LAB-R test, and this designates how many minutes of service each student receives per week. Proficiency levels are only adjusted once annually and this decision is based on the student's score on the New York State English as a Second Language Achievement Test (the NYSESLAT), administered every spring. This state test has four subtests in the language modalities – speaking, listening, reading, and writing. Subgroups are combined to form a proficiency level; for example, listening and speaking scores are combined into one proficiency level, while reading and writing scores are combined to create a second. The lower of these two proficiency levels determines the student's overall proficiency level as per test results. Proficiency level changes are applied the following school year.

## Current English Language Learners Instructional Programs

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Cobble Hill implements a Freestanding English as a Second Language (ESL) Program. The primary goal of this program is to assist students in achieving English Language proficiency within four years.

- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched-based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas
- 

### Freestanding English as a Second Language Program

In the Freestanding ESL Program we have 37 students, from all four grades. They range from Beginning to Advanced Proficiency levels. Our Beginning level students receive 135 minutes of ESL daily, totaling 675 minutes per week. Intermediate level students receive a double period of ESL daily, totaling 450 minutes of service per week. Advanced students receive ESL as a separate English class for one period a day (225 minutes/week) and have a second mainstream ELA class in their programs.

There are several subgroups within our ESL program participants, including Students with Interrupted Formal Education (SIFE students), ELLs in our Special Education program, Newcomers (0-3 years in the school system), ELLs in years 4-6 of services, and what is referred to as long-term ELLs (LTEs) who have received more than 7 years of service but still have not received a proficient rating on the NYSESLAT. Of our 37 ELLs at Cobble Hill, these subgroups number as follows:

SUBGROUP	# of ELLs
SIFE	2
Special Education	11
Newcomers	13
4-6 Years of Service	16
LTEs	1
Total # of ELLs	37

A breakdown of these subgroups based on years of service is as follows:

	SIFE	NEWCOMERS	YEARS 4-6	SPECIAL NEEDS	LTEs
1 year of service	2	13		1	
2 years of service					
3 years of service				1	
4 years of service			3	1	
5 years of service			1	1	

6 years of service			3	3	1
7 years of service					
8 years of service				1	
9 years of service					
10 years of service				1	
11 years of service				2	
12 years of service					

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified.

Thus, we use a departmentalized model to group our ELLs here at Cobble Hill High School.

In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, and formal and informal assessments.
- Additional small group AIS sessions for x-coded students take place during the spring semester to aid them in preparing for the New York State English as a Second Language Achievement Test (NYSESLAT).
- Beginning level students emigrating from countries with non-Latin alphabet systems are given reading intervention, as well as Speech Therapy, when deemed necessary.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.
- An ELL resource center has been assembled for Content Area instructors to provide them with literature on language acquisition practices, as well as additional content area materials.

### **Instructional Materials:**

The Freestanding ESL program does not use a particular text, instead utilizing a focus on literacy instruction. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments or for beginning level students who are recently-arrived immigrants.

- *Milestones* introductory text (Heinle/Cengage) is used for Beginners during their first semester in the country to support English Language Development.
- All Beginning level students make use of online language learning software (*Auralog's Tell Me More*).

## Supplementary Programs

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

- **Saturday/PM School:** These classes support Regents preparation as well as credit recovery. ELLs do not attend these supplementary courses unilaterally, but instead are required to attend only if a) they have already failed the Regents exam for this subject, b) they need to recover credits in this subject area, or c) if they are a new immigrant that has arrived in the middle of the school year.
- **NYC Acclimation Field trips:** Beginning level ESL students take monthly field trips to different cultural institutions in the community, as well as public libraries, to familiarize them with navigating the city and the resources available within it.
- **Extracurricular Arts Programs:** ESL students are targeted to participate in extracurricular programs for the Arts during the spring semester. Pending funding availability, beginning and intermediate level ESL students participate in a film-making workshop with Alejandro Duran (The Digital Project). Advanced ESL students participate in the program "Shakespeare Teaches Students," conducted by the Brooklyn Academy of Music. This program will introduce students to a Shakespeare play and take them to a professional production in May 2010. Students will receive partial credit for their participation in these programs.
- **Parent Workshops:** Our bilingual Parent Coordinator will invite guest speakers for a series of parent workshops in the 2010-11 school year. Topics are planned to include: ARIS Assistance and Navigating the Board of Education, Resources for Dealing with the Recession. Saturday classes will be offered from 10:00 to 12:00. The school Leadership Team and PTA will tentatively host Computers Skills and Resume Writing courses for parents. Parents will receive Certificates of Completion for their participation in workshops and/or Saturday classes. Our ELL Coordinator and the Leadership Program Coordinators will meet periodically throughout the year to discuss potential outreach opportunities for ELL parents. A list of topics ELL parents would be interested in will be compiled at Parent-Teacher conferences in late October 2010. Projects, workshops, and events will be added to this proposal as they are scheduled.

## Assessment Analysis

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### NYSESLAT

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our ninth grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that is holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

SPRING 2009 NYSESLAT		# of ELLs
BEGINNING	9 <sup>TH</sup> GRADE	7
	10 <sup>TH</sup> GRADE	3
	11 <sup>TH</sup> GRADE	1
	12 <sup>TH</sup> GRADE	0
INTERMEDIATE	9 <sup>TH</sup> GRADE	4
	10 <sup>TH</sup> GRADE	3
	11 <sup>TH</sup> GRADE	2
	12 <sup>TH</sup> GRADE	3
ADVANCED	9 <sup>TH</sup> GRADE	4
	10 <sup>TH</sup> GRADE	3
	11 <sup>TH</sup> GRADE	1
	12 <sup>TH</sup> GRADE	1
PROFICIENT	9 <sup>TH</sup> GRADE	0
	10 <sup>TH</sup> GRADE	3
	11 <sup>TH</sup> GRADE	1
	12 <sup>TH</sup> GRADE	1
ABSENT OR INVALID	(2 10 <sup>TH</sup> and 1 11 <sup>th</sup> grader)	3

## **Implications for Instruction**

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- During the extended day sessions, Beginning Level ELLs/Newcomers will receive tutoring in their content area classes with a focus on academic language development.
- Utilization of Tell Me More software and Read 180 to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.
- Small group NYSESLAT preparation for x-coded ELLs who are not programmed for ESL classes, as per IEP.

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

## ***Implications for LAP in English Language Arts Area***

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched-based instructional strategies.
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs, such as Quality Teaching for English Learners.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.
- All ELLs who are scheduled to take the English Regents in June 2010 will receive Regents preparation within their ESL class and with a separate English class if possible, regardless of proficiency level.

### ***Implications for LAP in Mathematics Content Area***

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

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154
- Analyze ELL data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Extended day sessions (0 period) will include all beginning level students and will focus on the same math skills they are working on in their Integrated Algebra classes.
- After School and Saturday classes offered to target Regents preparation and credit recovery.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs such as Quality Teaching for English Learners.

### **Plan for Newcomers**

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When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Content-area glossaries are provided
- Tell Me More language software accounts are set up for each student, and parent accounts will be made available as well, if applicable.

## **Plan for SIFE**

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There is urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for our 4 SIFE students. We will take the following steps with these students:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

## **Plan for Long Term ELLs**

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Long term ELLs compose the largest group of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in Read 180 and extracurricular programs to enrich their language and academic skills.

## **Plan for Special Needs Students**

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Special Needs students within our ELL population are programmed as per the IEP. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- X-coded students will receive weekly NYSESLAT preparation from an AIS teacher during the spring semester.

## **Assessing the Success of our Programs for ELLs**

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Though we ultimately use formal assessments such as Accuity and NYSESLAT to judge the success of our program as shown by upward movement through the proficiency levels, a series of informal and summative assessments are used in the ESL classroom throughout the school year. Each ESL student keeps a binder with a portfolio of work throughout the school year, as well as sections for all tests and quizzes, reference sheets, class notes, and reading. Pertinent school documents such as report cards, programs, and transcripts are also stored in each student's binder and are easily available for conferencing. Our ESL teacher

reviews each ELLs grades in his/her content area classes at the end of each marking period to ensure that the student is on track to receive ten or more credits each school year. If a student is falling behind or struggling, appropriate mediation is taken in the form of content area teacher articulation, parent conferencing, and informing guidance counselors. Tutoring and after school are made available to each student when necessary.

## **Professional Development**

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Professional development is provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

- School Staff: Within the schools Professional Development program, the focus is on:
  - Familiarizing staff with language proficiency levels, ELL identification procedures, and ELL scaffolds.
  - Collaboration and conferencing between content area teachers and our ESL instructor.
  - Communication of ESL strategies and methods through electronic and written memorandums.
  
- Support Personnel:  
Workshops taken by our ESL teacher have included:
  - Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
  - Conversation Partner Training, International Center of New York, September 2008
  - Presidential Elections Past and Present, Museum of the City of New York, November 2008
  - Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
  - BESIS Orientation, December 2008
  - World Languages Education for Our Future: Curriculum, Practices, Resources, and Technology, February 2009
  - Shakespeare Teaches Teachers, Brooklyn Academy of Music, Spring 2009
  - Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
  - Exploring Identity: Museum of Modern Art, March 2009
  - Seminar on Race and Racism, Cullman Center for Writers and Scholars, New York City Public Library, July 2009
  - Seminar on Teaching Mary Shelly's Frankenstein, Cullman Center for Writers and Scholars, New York City Public Library, November 2009

All pertinent information from these trainings is turn-keyed to content area teachers.

Ms. Bauso will be providing the 7.5 hours of faculty outreach. Ms. Bauso will also keep records of all the faculty meetings.

## **Part B: CR Part 154 (A-6) Bilingual/ESL Program Description**

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Type of Program: \_\_\_\_\_ Bilingual   X   ESL \_\_\_\_\_ Both  
Number of LEP (ELL) Students Served in 2009-10:   35  

### **I. Instructional Program**

Cobble Hill School of American Studies provides a Free-Standing English as a Second Language Program for entitled students. Cobble Hill is in Corrective Action Year 1 for graduation. We will continue to focus on improving instruction for our English as Second Language students by implementing ELL strategies in all our content area classes and improving instruction in our ESL and English classes. Our instructional goal is to have all ELLs meet State graduation requirements and achieve English language proficiency.

Upon admittance to Cobble Hill, students with a language other than English indicated on their Home Language Survey are administered the Revised LAB, and, if found entitled for ESL services, are programmed accordingly. All parents of new ELL students admitted to Cobble Hill receive an orientation session with our ESL instructor. All new ESL students receive bilingual glossaries for their content area classes as well as a native language word-to-word dictionary. They are encouraged and sometimes required to participate in forums for additional support, including Extended Day with our ESL instructor, PM/Saturday school, and ESOL classes outside of the school building.

Once students are programmed, the teaching of English to non-native speakers is provided in a Freestanding English as a Second Language Program. This program is supervised by our Assistant Principal of Humanities, Suzane Thomas and coordinated by our ESL instructor, Louise Bauso. The ESL program follows a modification of our ELA curriculum by using necessary scaffolds. Social Studies and non-fiction readings often supplement the curriculum, as well as contextualization of material using artwork, film, and music.

Beginning level ESL students receive extra support with language software and targeted grammar acquisition using the content areas. They meet with our ESL teacher four days a week during the Extended Day period for tutoring in mainstream content coursework, primarily math. For newcomers to the New York City Board of Education, our ESL teacher takes on an advisor role while the student transitions to content area classes. The ESL teacher frequently conferences with content area teachers to see which ESL students are in need of additional support. She also compiles a credit accumulation report at the end of each marking period to determine whether students are on track for graduation. The report promotes collaboration with the Assistant Principal of Operations and guidance counselors to ensure that 50% of our ELL population accumulates ten credits or more for the school year.

The Freestanding ESL Program for the 2009-10 school year will consist of two classes. Students are grouped according to proficiency level as determined by the LAB-R or NYSESLAT. Because of our period length and weekly schedule, ELLs will be programmed for ESL classes beyond the state mandates for weekly minutes of instruction:

- 575 minutes of weekly instruction and language software use for Beginning level students.
- 450 minutes of weekly instruction for Intermediate students
- 225 minutes of ESL instruction for advanced students.

In addition to ESL, Advanced ESL students will receive grade specific English instruction and English Regents preparation. Determination as to whether a student continues to be considered LEP/ELL is based upon scoring below the state designated level of proficiency on the annual administration of the New York State English as a Second Language Achievement Test (NYSESLAT).

## **IA. Curricular Program**

Our school has departmental assistant principals who supervise and coordinate all content area teachers. We also have fully developed AIS programs including Wilson Reading Program, Individualized Reading Intervention, and Speech. Newly-arrived ELLs coming from countries using a non-Latin alphabet are automatically programmed for Reading Intervention and/or Speech, when appropriate. Our Wilson-trained Speech Therapist is responsible for working with x-coded ELLs during the spring semester to help them prepare for the NYSESLAT.

Content classes such as Social Studies, Science and Mathematics all teach subject matter while simultaneously developing and strengthening English language skills through second language acquisition strategies. ESL methodologies are incorporated into the curricula to ensure that ELLs receive rigorous New York State mandates that enable them to satisfy Regents requirements. The four linguistic modalities of listening, speaking, reading and writing are incorporated into all lesson plans utilizing the Quality Teaching to English Learners (QTEL) strategies. In order to master academic language and content subjects, learning strategies such as differentiated instruction, multi-sensory approach, and balanced literacy are provided. There is an open and continuing communication between the ESL and content area teachers and the support of administrative staff within the building. Native language glossaries are supplied for all of the content area teachers who have students in their classes who are strongest in a language other than English.

## **IB. Extracurricular**

Cobble Hill makes credit recovery possible for ELLs by offering PM school and Saturday classes in 5 subject areas. These classes are vital for our newcomers who arrive in the middle of the school year and must regain credits necessary for graduation as well as catch up in their content area classes.

Cobble Hill also has a variety of clubs and activities available to students outside of school hours. Extracurricular classes include Step Team, Leadership Council, Yoga, Film Production, Crocheting, Yearbook, Cheerleading, Hair Club, Chorus, and Dance, Art, Literacy Magazine, Opening Act Theater Workshops, Aikido, Africans Dance, Spoken Word, Chess Club, Student Court, and Yearbook. ELL participation is limited in these extracurricular activities. This is because ELL students primarily are attending PM school or Saturday school. After school programs such as these give our ELL students a chance to recover credits and prepare for the Regents Exams.

ESL students will be targeted to participate in extracurricular programs for the Arts during the spring semester. Pending funding availability, Beginning and Intermediate level ESL students will participate in a film-making workshop with Alejandro Duran (The Digital Project). Advanced ESL students will participate in the program "Shakespeare Teaches Students," conducted by the Brooklyn Academy of Music. Students will receive partial credit for their participation in these programs.

## **II. Parent/Community Involvement**

Two parent meetings, one in the fall and one in spring, will be provided to parents of ELLs in the 2010-2011 school year. Parents of students arriving in the middle of the school year are given an individualized orientation session when necessary. In this session, parents are informed of their child's ELL status and of their program options within the New York City Board of Education by viewing an informational video and brochure. Parents are given the Entitlement letter and complete the Parent Survey and Program Selection Form, and students are then placed in accordance with parents' choice. Finally, parents receive the appropriate Placement Letter and are informed of graduation requirements and options for additional language support, including PM and Saturday School, available language software, and Adult ESOL courses offered outside the school. Cobble Hill has purchased licenses of award-winning Auralog's *Tell Me More* English language acquisition software, renowned for its speech-recognition ability. This software is made available to parents as well as students. Parents will become familiar with SED standards, graduation requirements, and the nature of the instructional programs provided at Cobble Hill. Parents will also be questioned as to their areas of need and potential topics for parent workshops.

## **III. Bridge Program**

Incoming 9<sup>th</sup> graders were invited to participate in the Bridge Program during the summer of 2009 to assist in the process of acclimating to high school as well as getting a head start in Math and English. The program lasted six weeks, meeting four days a week from 9-12 PM. The program included weekly fieldtrips as well as miscellaneous credits which were awarded based on attendance and participation. Approximately 30% of our incoming 9<sup>th</sup> grade population attended the Bridge Program.

#### **IV. Staff Development (2009-2010 activities)**

Cobble Hill's ESL staff will be offered additional training in QTEL strategies, which will take place during one week of April 2010. One of our 9<sup>th</sup> grade math teachers will attend this training and turnkey the material to the rest of the department. This will assist math teachers in integrating ELL strategies into the mainstream classroom. In addition, staff will be encouraged to attend other out of the building professional development workshops hosted by the Office of English Language Learners.

Within the building, the ESL Coordinator is available for individual conferences with mainstream teachers discussing ELL identification and differentiated. A document listing all ESL students and a description of their proficiency levels was distributed to all staff at the beginning of the school year and will be updated when necessary. Additionally, all content area teachers working with our 2009-2010 ELL population met in small groups with our ELL Coordinator in October 2009. They received information and materials on accommodating activities for ELLs, and they were given the opportunity to express any specific concerns and request support with specific students. Our ELL coordinator will continue to meet with these teachers throughout the school year during our weekly common planning time.

Ongoing professional development will include an ESL listserv, in which all staff can receive electronic files describing ELL strategies and scaffolds that support differentiated instruction. The ESL Coordinator will be touch with content area teachers via email, offering additional support in ESL scaffolding. An ESL resource center and library for content area teachers will be made available in the ESL classroom.

#### **V. Support Services**

Students and parents of all Cobble Hill School of American Studies are provided with support services by offered by various staff and outside agencies. These services are made available by guidance counselors, speech therapists, the College Office, social workers, family workers, our bilingual parent coordinator, and outside agencies that assist students and parents in different areas of need. The Leadership program will begin working with our school this year to heighten the number of support services and heighten student involvement.

The services available to ELLs and their parents include translation needs which are provided either by our bilingual guidance counselor, Assistant Principal, or College Office Coordinator. Should none of these individuals meet a parent's translation needs, the school will hire a translator as necessary.

### **Part C: Number of Teachers and Support Personnel for 2008-2009**

**School Building: K519 Cobble Hill School of American Studies District 15**

School	Number of Teachers	Number of Teaching	Sub-
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Building	2008-2009				Assistants or Paraprofessionals***		Total
	Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**				
Building Name	Bilingual Program	ESL Program	Bilingual Program	ESL Program	Bilingual Program	ESL Program	
Cobble Hill School of American Studies (K519)	0	1	0	0	0	0	1
<b>Totals</b>	0	1	0	0	0	0	1

\* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.)

Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

\*\* Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

\*\*\* Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary

## Part D: CR Part 154

### SAMPLE STUDENT SCHEDULE 2008-09 BEGINNING ESL

ESL Program Type:  Free-Standing  Push-in  Pull-out  
 Proficiency Level:  Beginning  Intermediate  Advanced

School District: 15 School Building: K519 Cobble Hill School of American Studies

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>0</b>	From: 8:00	NA	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY	EXTENDED DAY
	To : 8:38		GPSSKX/30 BAUSO 303	GPSSKX/30 BAUSO 303	GPSSKX/30 BAUSO 303	GPSSKX/30 BAUSO 303
<b>1</b>	From: 8:41	BEGINNING ESL				
	To: 9:26	L1/1 BAUSO 303	L1/1 BAUSO 303	L1/1 BAUSO 303	L1/1 BAUSO 303	L1/1 BAUSO 303
<b>2</b>	From: 9:29	BEGINNING ESL				
	To: 10:14	ES1/1 BAUSO 303	ES1/1 BAUSO 303	ES1/1 BAUSO 303	ES1/1 BAUSO 303	ES1/1 BAUSO 303
<b>3</b>	From: 10:17	BEGINNING ESL LANGUAGE LAB				
	To: 11:02	ES1L/1 BAUSO 303	ES1L/1 BAUSO 303	ES1L/1 BAUSO 303	ES1L/1 BAUSO 303	ES1L/1 BAUSO 303
<b>4</b>	From: 11:05	EARTH SCIENCE				
	To: 11:50	SEEC1/3 ONWUKWE 402	SEEC1/3 ONWUKWE 402	SEEC1/3 ONWUKWE 402	SEEC1/3 ONWUKWE 402	SEEC1/3 ONWUKWE 402
<b>5</b>	From: 11:54	GEOMETRY	GEOMETRY	GEOMETRY	GEOMETRY	GEOMETRY
	To: 12:39	MG31/2 SANCHEZ 310	MG31/2 SANCHEZ 310	MG31/2 SANCHEZ 310	MG31/2 SANCHEZ 310	MG31/2 SANCHEZ 310

<b>6</b>	From: 12:42 To: 1:17	<b>LUNCH</b> ZLUN/06 LUNCH CAF	<b>LUNCH</b> ZLUN/06 LUNCH CAF	<b>LUNCH</b> ZLUN/06 LUNCH CAF	<b>LUNCH</b> ZLUN/06 LUNCH CAF	<b>LUNCH</b> ZLUN/06 LUNCH CAF
<b>7</b>	From: 1:20 To: 2:05	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316
<b>8</b>	From: 2:08 To: 2:53	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316	<b>GLOBAL HISTORY</b> HA/3 SANDERS 316
<b>9</b>	From: 3:00 To: 5:00		<b>CREDIT RECOVERY: ALGEBRA MEECRA/1 RECOV 206</b>		<b>CREDIT RECOVERY: ALGEBRA MEECRA/1 RECOV 206</b>	

**SAMPLE STUDENT SCHEDULE 2008-09 INTERMDIATE ESL**

ESL Program Type:             Free-Standing     Push-in             Pull-out  
Proficiency Level:             Beginning             Intermediate         Advanced

<b>Period</b>	<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>0</b>	From: 8:00 To : 8:38	<b>NA</b>	<b>EXTENDED DAY STUDY SKILLS</b>  GPSSKX/4 ROWE 401	<b>EXTENDED DAY STUDY SKILLS</b>  GPSSKX/4 ROWE 401	<b>EXTENDED DAY STUDY SKILLS</b>  GPSSKX/4 ROWE 401	<b>EXTENDED DAY STUDY SKILLS</b>  GPSSKX/4 ROWE 401
<b>1</b>	From: 8:41 To: 9:26	<b>GEOMETRY</b>  MG31/1 SANCHEZ 216	<b>GEOMETRY</b>  MG31/1 SANCHEZ 216	<b>GEOMETRY</b>  MG31/1 SANCHEZ 216	<b>GEOMETRY</b>  MG31/1 SANCHEZ 216	<b>GEOMETRY</b>  MG31/1 SANCHEZ 216
<b>2</b>	From: 9:29 To:10:14	<b>PHYS ED</b>  PP05/12 BIRNBAUM GYM	<b>PHYS ED</b>  PP05/12 BIRNBAUM GYM	<b>PHYS ED</b>  PP05/12 BIRNBAUM GYM	<b>PHYS ED</b>  PP05/12 BIRNBAUM GYM	<b>PHYS ED</b>  PP05/12 BIRNBAUM GYM
	From: 10:17	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>

<b>3</b>	To: 11:02	ES3/1 BAUSO 303	ES3/1 BAUSO 303	ES3/1 BAUSO 303	ES3/1 BAUSO 303	ES3/1 BAUSO 303
<b>4</b>	From: 11:05	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>	<b>INTERMEDIATE ESL</b>
	To: 11:50	L3/1 BAUSO 303	L3/1 BAUSO 303	L3/1 BAUSO 303	L3/1 BAUSO 303	L3/1 BAUSO 303
<b>5</b>	From: 11:54	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
	To: 12:39	ZLUN/5 CAF	ZLUN/5 CAF	ZLUN/5 CAF	ZLUN/5 CAF	ZLUN/5 CAF
<b>6</b>	From: 12:42	<b>E SCI PREP</b>	<b>E SCI PREP</b>	<b>E SCI PREP</b>	<b>E SCI PREP</b>	<b>E SCI PREP</b>
	To: 1:17	SEPR/1 O'CONNOR 403	SEPR/1 O'CONNOR 403	SEPR/1 O'CONNOR 403	SEPR/1 O'CONNOR 403	SEPR/1 O'CONNOR 403
<b>7</b>	From: 1:20	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>
	To: 2:05	HA/3 SANDERS 316	HA/3 SANDERS 316	HA/3 SANDERS 316	HA/3 SANDERS 316	HA/3 SANDERS 316
<b>8</b>	From: 2:08	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>	<b>GLOBAL HISTORY</b>
	To: 2:53	HA/3 SANDERS 316	HA/3 SANDERS 316	HA/3 SANDERS 316	HA/3 SANDERS 316	HA/3 SANDERS 316
<b>9</b>	From: 3:00		<b>CREDIT RECOVERY: GLOBAL HGLCRA/1 RECOV 209</b>		<b>CREDIT RECOVERY: GLOBAL HGLCRA/1 RECOV 209</b>	
	To: 5:00					

School District: **15** School Building: **K519 Cobble Hill School of American Studies**

**SAMPLE STUDENT SCHEDULE 2008-09 ADVANCED ESL**

ESL Program Type:             Free-Standing     Push-in             Pull-out  
Proficiency Level:             Beginning             Intermediate             Advanced

School District: **15** School Building: **K519 Cobble Hill School of American Studies**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	From: 8:00	NA	EXTENDED DAY: STUDY SKILLS	EXTENDED DAY: STUDY SKILLS	EXTENDED DAY: STUDY SKILLS	EXTENDED DAY: STUDY SKILLS

<b>0</b>	To : 8:38		GPSSKX/15 GRANDPIERRE 308	GPSSKX/15 GRANDPIERRE 308	GPSSKX/15 GRANDPIERRE 308	GPSSKX/15 GRANDPIERRE 308
<b>1</b>	From: 8:41 To: 9:26	<b>GEOMETRY</b> MG31/1 SANCHEZ 216	<b>GEOMETRY</b> MG31/1 SANCHEZ 216	<b>GEOMETRY</b> MG31/1 SANCHEZ 216	<b>GEOMETRY</b> MG31/1 SANCHEZ 216	<b>GEOMETRY</b> MG31/1 SANCHEZ 216
<b>2</b>	From: 9:29 To:10:14	<b>MUSIC SURVEY</b> AUA/2 PATRICK 206	<b>MUSIC SURVEY</b> AUA/2 PATRICK 206	<b>MUSIC SURVEY</b> AUA/2 PATRICK 206	<b>MUSIC SURVEY</b> AUA/2 PATRICK 206	<b>MUSIC SURVEY</b> AUA/2 PATRICK 206
<b>3</b>	From: 10:17 To: 11:02	<b>EARTH SCI TERM</b> SE1/11 MAY 408	<b>EARTH SCI TERM</b> SE1/11 MAY 408	<b>EARTH SCI TERM</b> SE1/11 MAY 408	<b>EARTH SCI TERM</b> SE1/11 MAY 408	<b>EARTH SCI TERM</b> SE1/11 MAY 408
<b>4</b>	From: 11:05 To: 11:50	<b>PHYS ED TERM</b> PP04/11 LEWIS GYM	<b>PHYS ED TERM</b> PP04/11 LEWIS GYM	<b>PHYS ED TERM</b> PP04/11 LEWIS GYM	<b>PHYS ED TERM</b> PP04/11 LEWIS GYM	<b>EARTH SCIENCE</b> SE1L/11 MAY 408
<b>5</b>	From: 11:54 To: 12:39	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305
<b>6</b>	From: 12:42 To: 1:17	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305	<b>GLOBAL HIST</b> HA/5 WARREN 305
<b>7</b>	From: 1:20 To: 2:05	<b>LUNCH</b> ZLUN/7 CAF	<b>LUNCH</b> ZLUN/7 CAF	<b>LUNCH</b> ZLUN/7 CAF	<b>LUNCH</b> ZLUN/7 CAF	<b>LUNCH</b> ZLUN/7 CAF
<b>8</b>	From: 2:08 To: 2:53	<b>ADVANCED ESL</b> L5/1 BAUS0 303	<b>ADVANCED ESL</b> L5/1 BAUS0 303	<b>ADVANCED ESL</b> L5/1 BAUS0 303	<b>ADVANCED ESL</b> L5/1 BAUS0 303	<b>ADVANCED ESL</b> L5/1 BAUS0 303
<b>9</b>	From: 3:00 To: 5:00		<b>CREDIT RECOVERY: ALGEBRA MEECRA/1 RECOV 206</b>		<b>CREDIT RECOVERY: ALGEBRA MEECRA/1 RECOV 206</b>	

## Part E

### Title III: Language Instruction for LEP and Immigrant Students SY' 2009-2010

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Grade Level(s) 9-12      Number of Students to be Served: 15

Number of Teachers: 3 Licensed ESL teachers

Other Staff (Specify) none

#### School Building Instructional Program/Professional Development Overview

##### Title III, Part A LEP Program

##### Language Instruction Program

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The Cobble Hill School of American Studies (K519) currently serves 37 English Language Learners (ELLs) through a combination of free-standing ESL, individualized tutoring, and extended day Regents preparation classes. Recent immigrants who are entering the New York City Public School system for the first time are administered the Revised Language Assessment Battery (LAB-R) and programmed accordingly. All other entitled students are programmed for ESL services based on their level of English proficiency as determined by their most recent NYSESLAT scores.

ELLs identified as beginners according to their LAB-R or NYSESLAT assessments are serviced for a minimum of 540 minutes; in practice, fifteen 45-minute school periods per week. For ten of these periods beginners receive instruction in a small group setting. For the remaining five of these fifteen periods, beginners work on English in our language lab, where they use software renowned for its speech recognition capabilities. Once a week they are pulled out by our Speech Therapist for targeted pronunciation and literacy activities. Intermediate level students meet with our ESL teacher for 2 periods a day, totaling 450 minutes a week. This double period follows a workshop model with an emphasis on English Regents tasks and preparation, since the majority of our Intermediate level students will be taking the English Regents this year. Advanced students receive 180 minutes (1 period/day), in addition to 1-2 periods of mainstream ELA instruction daily.

Curriculum in our ESL classes is aligned with New York State ESL and ELA standards and is conducted in English only. Daily classes will include instruction in all four language modalities (listening, speaking, reading, and writing) and will be conducted within the context of meaningful, project-based cooperative learning

experiences. Content-area material will be integrated into ESL classes to bolster students' academic achievement and ensure that our ELLs meet the rigorous New York State content-area standards and pass all required Regents examinations.

Of the 37 ELLs at Cobble Hill School of American Studies, 15 are considered long-term ELLs and have been had the Low English Proficiency (LEP) label for longer than 7 years. ELL students make up 5.0% of the student population. In the 2008-2009, 1 ELL of the four who attempted it passed the ELA Regents Examination, 5 of the 14 ELLs taking the Integrated Algebra exam passed it, and 1 of the 3 ELLs taking the U.S. History Regents passed it. 0% passed the Global History Regents, Living Environment, or Earth Science. All four ELL students who attempted the LOTE Exams (2 in French and 2 in Spanish) passed these exams and received credits. None of the 4 students who attempted the Arabic LOTE successfully passed it.

Given these results and the fact that our ELL population struggles with passing high-stakes tests, we will be using Title III funds primarily to support after school and Saturday programs for our ELLs which help them prepare for Regents exams. Title III monies will be used in per session and supplies for the programs detailed below.

### **Global History After School Program**

- Beginning in mid-December, 15 students that have not passed the Global History Regents yet or are scheduled to take it in June will receive **42 sessions** of an hour and a half (3:00-4:30) intensive after school program, totaling **63 hours**.
- A licensed ESL teacher (F-status) will work with these students during these sessions to prepare them for the June Regents.
- Supplementary practice material will be bought with Title III funds.
- A tentative schedule is as follows:
  - December, 3 sessions (4.5 hours)
  - January, 6 sessions (9 hours)
  - February, 6 sessions (9 hours)
  - March, 8 sessions (12 hours)
  - April, 7 sessions (10.5 hours)
  - May, 8 sessions (12 hours)
  - June, 4 sessions (6 hours)

### **Saturday Program for ELLs and Parents**

- Beginning in the Spring semester, Cobble Hill will host a 4-hour weekly Saturday Academy that is open to both ESL students and their parents. There will be a total of **16 sessions (64 hours in total)**.
- All beginning level ESL students will be required to attend, and higher-proficiency students as well as their parents will be strongly encouraged to participate as well. The maximum group size will be 24 students/parents.
- A licensed ESL teacher will build this curriculum and program, utilizing the "We are New York" series make available through the Mayor's Office of Adult Education. Each session will begin with a brief viewing of a "We are New York" episode/clip and all follow-up activities will follow this development of social/survival English and grammar

development through the context of living as an immigrant in New York City. The sessions will conclude with a brief review of math skills the students have learned that week, which will enable parents to help their children with math homework.

- Supplementary materials as well as refreshments will be purchased with Title III monies.
- A tentative schedule is as follows:
  - January, 1 session (4 hours)
  - February, 2 sessions (8 hours)
  - March, 3 sessions (12 hours)
  - April, 3 sessions (12 hours)
  - May, 5 sessions (20 hours)
  - June, 2 sessions (8 hours)

### **Professional Development Program**

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Our ELL teacher/Program Coordinator conducted an introductory session for all staff in November, reviewing general information on ELLs and language acquisition. The program coordinator will continue to meet with staff throughout the school year during our weekly common planning sessions to address/review specific needs and concerns. All meetings will be documented on ARIS Inquiry Spaces (ELLs at Cobble Hill).

In addition, content-specific support materials will be made available to teachers through an electronic list-serv format or on file in the Teacher Resource Library. Additional texts for this library will be purchased with Title III funds, and the library will be housed in the ESL classroom/computer lab. This library will focus on both books on language acquisition strategies as well as lower level content area texts for use during our Title III tutorials.

Teachers will be invited to attend a Quality Teaching to English Learners workshop in their content area during Spring Break of 2010. They will then turnkey the information to the rest of their respective department.

### **Parental Involvement**

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- See above, ESL Saturday Academy

### **Form TIII – A (1)(b)**

**Title III LEP Program  
School Building Budget Summary**

<b>Allocation: \$3,000</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
<b>PER SESSION</b>  Direct supplemental instructional services such as per session for after/before school, Saturday academies	<b>TITLE III: 60%</b>  <b>\$9000.00</b>	<b>Per Session</b> to pay teachers for teaching PM School and Saturday classes, as well as conferences they attend on weekends or school breaks.
<b>SUPPLIES/MATERIALS</b>  Supplementary instructional materials	<b>TITLE III: 30%</b>  <b>\$4,500.00</b>	<b>Supplies and Materials</b> for students to use during After-school and Saturday classes, as well as teacher guides and resources for all content area teachers working with ELLs outside of school hours.
<b>PARENT ACTIVITIES:</b>	<b>TITLE III: 10%</b>  <b>\$1,500.00</b>	<b>Travel Expenses</b> , supplies, and food and beverage for parents who attend Saturday classes and workshops.
<b>OTHER</b>		
<b>TOTAL</b>	<b>\$15,000.00</b>	



### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

Utilizing the ethnicity chart on our school report card, the Home Language Survey and Walk-in appointments from parents, we were able to ascertain our translation and oral interpretation needs.

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

On-going discussions with guidance department, SLT determined that written translations are needed in Arabic along with Spanish.

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

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

All correspondence will be translated in parents' primary languages (Arabic and Spanish), by in-school staff and Parent Coordinator.

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

When needed, the Parent Coordinator is available to translate in Spanish. Two members of the pedagogical staff are fluent in Arabic.

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

Information on how parents can obtain translation and interpretation services will be posted in English, Spanish and Arabic on the Parent/Community Information Bulletin Board. The School Safety Plan will incorporate procedures as to how parents will be able to communicate with the administrative staff if English is not their primary language.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$569,009	\$140,064	\$709,073
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,690	\$1,400	\$7,090
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,450	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$56,900	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 82%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

**Six of the seven Special Education teachers are in the process of completing their 9-12 certification. One teacher is a biology teacher and will be teaching in her subject area next year.**

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended**

that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **Title I Parent Involvement Policy**

1. The *Cobble Hill School of American Studies* will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

*N/A*

2. *The Cobble Hill School of American Studies* will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

*N/A*

3. *The Cobble Hill School of American Studies* will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:

*N/A*

4. *The Cobble Hill School of American studies* will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Through parent surveys and meetings, the effectiveness of our parent involvement policy will be assessed.
- A committee lead by our Parent Coordinator comprised of staff and parents will determine what modifications, if any, will be made to our policy.

5. The Cobble Hill School of American Studies will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:
- i. The State’s academic content standards;
  - ii. The State’s student academic achievement standards;
  - iii. The State and local academic assessments including alternate assessments;
  - iv. The requirements of Title I, Part A;
  - v. How to monitor their child’s progress; and
  - vi. How to work with educators.

***THROUGH PROGRAMS SUCH AS:***

- ❖ Title I Programs Workshop
- ❖ ELL Parent Conference
- ❖ ESL Parent Classes
- ❖ ESL Parent Computer Classes
- ❖ SAT Parent Workshop
- ❖ State Graduation Requirements Workshop

- b. *The Cobble Hill School of American Studies* will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

(SAME AS ABOVE)

- c. *The Cobble Hill School of American Studies* will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

- d.
- Dedicating a portion of network and school staff development training to strategies designed to promote and increase parental involvement.
- e. *The Cobble Hill School of American Studies* will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities and conduct and/or encourage participation in activities, through its Parent Resource Center, that support parents in more fully participating in the education of their children by:
- Providing information and resources in parenting skills, educational achievement/requirements and the opportunity to enhance their own academic/personal development through on-site courses facilitated by staff and community based organizations.

- f. *The Cobble Hill School of American Studies* will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- *Parents of Title I participating children will be kept abreast of school and parent programs through the bi-lingual monthly mailing system which highlights activities. Information is also posted on our dedicated parents' activity bulletin board. In addition, follow-up messages are sent out via the phone master service.*

### **Adoption**

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the School Leadership Team on 10/1/10. It will be reviewed annually at the start of each new year.

This policy will be adopted by *The Cobble Hill School of American Studies* on 10/2/10 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children in the November school mailing.

Principal's Signature: Anna Maria Mule

Date 10/28/10

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

### **School Parent Compact**

#### **School Responsibilities**

The Cobble Hill school of American Studies will:

**TEMPLATE - MAY 2010**

- ⇒ provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
  - ❖ *Implement the comprehensive standard-based curriculum issued by the city and state, as well as create curriculum in-house based on student needs.*
  - ❖ *Provide professional development to share best practices, identify model classrooms for intervisitations. Creation of specific units of study and provide student support through P.M. tutoring, Saturday classes and tutoring during the school day.*
- ⇒ hold parent-teacher conferences (at least annually in elementary schools) during which this Compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
  - ❖ *October 28<sup>th</sup> and 29<sup>th</sup>, 2010*
  - ❖ *March 17<sup>th</sup> and 18<sup>th</sup>, 2011*
- ⇒ provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
  - ❖ *Student report cards mailing: October 30, December 11, 2010, February 1, March 19, May 14, and June 25, 2011*
  - ❖ *Monthly school events and activities mailing.*
  - ❖ *Daily attendance, lateness and events Voice Master service.*
  - ❖ *Phone calls from the attendance office, Guidance Counselors, Teachers and Parent Coordinator.*
- ⇒ provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - ❖ *Walk-in parents are met and their needs immediately addressed by our Parent Coordinator.*
  - ❖ *The Parent Coordinator is available via phone during evenings and/or weekends to arrange appointments, if needed.*
- ⇒ provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:
  - ❖ *The Parent Center is open daily to parents who desire to volunteer to support various classrooms/school activities.*

## **Parent Responsibilities**

We as parents will support our children’s learning in the following ways:

- ⇒ supporting my child’s learning by making education a priority in our home by:
  - making sure my child is on time and prepared everyday for school;
  - monitoring attendance;
  - talking with my child about his/her activities every day;
  - scheduling daily homework time;
  - providing an environment conducive for study;
  - making sure that home is completed;
- ⇒ participating, as appropriate, in decisions relating to my children’s education;
- ⇒ participating in school activities on a regular basis;

- ⇒ staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ⇒ reading together with my child every day;
- ⇒ providing my child with a library card;
- ⇒ communicating positive values and character traits, such as respect, hard work and responsibility;
- ⇒ respecting the cultural differences of others;
- ⇒ helping my child accept consequences for negative behavior;
- ⇒ being aware of and following the rules and regulations of the school and district;
- ⇒ supporting the school’s discipline policy;
- ⇒ express high expectation and offer praise and encouragement for achievement.)

School Staff-Print Name	Signature	Date
Parent(s) – Charmaine Brito-Stewart		10/28/10
Student – Sharlene Amaya		10/28/10

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

**See pages 14-18**

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - Help provide an enriched and accelerated curriculum.
  - Meet the educational needs of historically underserved populations.
  - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - Are consistent with and are designed to implement State and local improvement, if any.

**See pages 15, 16, 17, 18**

3. Instruction by highly qualified staff.

**97.6%**

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

**Professional development for teachers includes:**

- a. **Using the scanner to analyze test results**
- b. **Using data in common planning to share best practices and inform instruction**
- c. **Using problem solving to challenge students and enhance critical thinking skills.**

**Professional development for the Principal includes attending The Breakthrough Coach (TBC), which is dedicated to developing the managerial skills of school administrators. TBC's Management Methodology is a research-based program with a track record of:**

- **Multiplying the time instructional leaders spend observing classrooms**
- **Decreasing administrators' total work hours**
- **Raising student achievement**

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

**We attend hearing halls/hiring fairs and make contact with various universities.**

6. Strategies to increase parental involvement through means such as family literacy services.

**See pages 47-51**

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**N/A**

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**See Action Plans.**

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**See pages 19-20**

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**The Leadership Program, job training, Life programs, Coordination with Lutheran Medical Center, Brooklyn Community Center, Psychologists, Family Counseling**

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already 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 enables, 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. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			477,968	✓	22 – 24; 28 - 33
Title I, Part A (ARRA)	Federal	✓			138,664	✓	22 - 33
Title II, Part A	Federal			N/A			

**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓			\$15,000	✓	49 - 53
Title IV	Federal	✓			\$8,884	✓	
IDEA	Federal	✓			\$63,390	✓	18 - 20
Tax Levy	Local	✓			\$3,004,731	✓	17 - 33

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Corrective Action yr1/transformation                      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.  
**The External Curriculum Audit and discussions with the transformation team highlighted the need to improve curriculum adaptation, increase student engagement in available academic support services and provide professional learning opportunities which address instruction of struggling students. The Action Plans found on pages 15-18 delineate how the school’s status and the Curriculum Audit findings are being addressed.**
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.  
**The school was placed in Corrective Action for Graduation Rate. Please refer to the Action Plan for Graduation Plan, found on pages 17-18.**

**Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.  
**In order to address the school’s status, two AUSSIE consultants, one Humanities, the other Math, will be hired. These consultants will work collaboratively with administrators and teachers. AUSSIES will conduct school-wide professional development designed**

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School Under Registration Review (SURR)

**to assist staff with further developing expertise in writing lessons based on data analysis and with developing interdisciplinary curriculum maps that are aligned with the new Core Standards.**

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.  
**Teachers are assigned experienced mentors by the New York City Teaching Fellows. Network CFN 308 Instructional Support Specialists, APs and experienced teachers also provide content-specific professional development.**
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Letters, meetings and other correspondences addressing the school's status are communicated in parents' native language. Parents are also informed during PTA and School Leadership Team Meetings.**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix. Title

### **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 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/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **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.)  
**We have 17 students in Temporary Housing**
2. Please describe the services you are planning to provide to the STH population.  
**We provide food, extra counseling and materials as needed, clothing, family counseling.**

### **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).
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 in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Cobble Hill School of American Studies					
<b>District:</b>	15	<b>DBN:</b>	15K519	<b>School</b>		331500011519

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		78.0	79.6	80.3
Kindergarten	0	0	0				
Grade 1	0	0	0	<b>Student Stability - % of Enrollment:</b>			
Grade 2	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	0	0	0		88.2	87.9	92.3
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		74.3	77.9	76.5
Grade 8	0	0	0				
Grade 9	334	283	219	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	197	221	220	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	100	100	145		17	46	34
Grade 12	141	111	93				
Ungraded	1	3	0	<b>Recent Immigrants - Total Number:</b>			
Total	773	718	677	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					7	2	12

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	96	74	71	Principal Suspensions	0	27	56
# in Collaborative Team Teaching (CTT) Classes	36	39	49	Superintendent Suspensions	44	58	26
Number all others	38	29	23				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	225	176
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	47	47	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	21	22	19
# receiving ESL services only	19	33	TBD				
# ELLs with IEPs	6	11	TBD				

These students are included in the General and Special Education enrollment information above.

<b>Number of Educational Paraprofessionals</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	5	5	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	92	65	128	% fully licensed & permanently assigned to this school	98.0	100.0	97.7
				% more than 2 years teaching in this school	66.0	67.3	74.0
				% more than 5 years teaching anywhere	64.0	59.2	80.0
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	74.0	73.0	86.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	81.8	97.6	79.2
American Indian or Alaska Native	0.4	0.6	0.4				
Black or African American	68.3	72.8	72.4				
Hispanic or Latino	27.3	21.9	21.6				
Asian or Native Hawaiian/Other Pacific	1.8	1.5	1.8				
White	2.2	2.1	3.8				
<b>Male</b>	46.6	41.5	40.5				
<b>Female</b>	53.4	58.5	59.5				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good	Improvement	Corrective Action	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) – Year						v
Corrective Action (CA) – Year						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA: X
Math:	Math: X
Science:	Graduation Rate: X

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>				v	X	X	50
<b>Ethnicity</b>							

American Indian or Alaska Native				-	-	-
Black or African American				X	X	
Hispanic or Latino				v	v	
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White				-	-	-
Multiracial						
Students with Disabilities				-	-	
Limited English Proficient				-	-	-
Economically Disadvantaged				v	X	
<b>Student groups making</b>				<b>3</b>	<b>1</b>	<b>0</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	B	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	65.6	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	8.5	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	13	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	39.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>CFN 508</b>	District <b>15</b>	School Number <b>519</b>	School Name <b>Cobble Hill School o</b>
Principal <b>Anna Maria Mulé</b>		Assistant Principal <b>Suzane Thomas</b>	
Coach <b>NA</b>		Coach <b>NA</b>	
Teacher/Subject Area <b>Louise Bauso/ESL</b>		Guidance Counselor <b>Mikeline Janvier</b>	
Teacher/Subject Area <b>Sharine Rowe/Science</b>		Parent <b>Elvis Manzanares</b>	
Teacher/Subject Area <b>Deborah Fitzgerald/Pre-Law</b>		Parent Coordinator <b>Wanda Rodriguez</b>	
Related Service Provider <b>Daniella Santangelo/Speech</b>		Other <b>Costas Constantinidis, APO</b>	
Network Leader <b>Kathy Pelles</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>686</b>	Total Number of ELLs	<b>44</b>	ELLs as Share of Total Student Population (%)	<b>6.41%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. Our pupil accounting secretary and ESL teacher (or another licensed pedagogue) attend this initial conference. If necessary, an in-school translator is used to help parents fill out this form. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue, including a SIFE survey, and the Language Battery Assessment (LAB-R) is administered, when appropriate, to identify the child as an English Language Learner or English Proficient. An entitlement letter is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes various programs for ELLs. Parent brochures are disseminated in their native language to enrich their understanding of each available program. Parents complete the parent selection form at this meeting and the school conforms to the parental choice selections.

Based on the past three years of the parental program choices made on the Parent Survey and Program Selection form, trends show that parents overwhelming opt for the ESL program that is already available at Cobble Hill. Approximately 15% of the parents of children new to the New York City public school system opt for a bilingual program after they have been informed that this program does not exist at Cobble Hill and placing their child in such a program would entail transferring their child to another school. However, they also understand that if enough parents request a program that is not available for their child, it is the school's obligation to create such a program based on their choice. As of this year, we do not have enough parental requests for a bilingual program in any one language to furnish such a program, and we remain solely an ESL school.

Once a child is admitted to our ESL program, they receive instruction based on their proficiency score on the LAB-R as per state mandates. In the spring of each school year, all ELLs take the New York State English as a Second Language Achievement Test (the NYSESLAT), which tests the student's proficiency in all of the four language modalities: listening, reading, writing, and speaking (the speaking subtest is administered individually). Listening and Speaking scores are combined into one proficiency level, as are Reading and Writing. The lower of these two proficiency levels is the student's overall proficiency level. It is the overall proficiency level that determines the student's minutes of ESL services the following school year.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

- |   |                          |   |                          |   |                          |   |                                     |    |                                     |    |                                     |    |                                     |
|---|--------------------------|---|--------------------------|---|--------------------------|---|-------------------------------------|----|-------------------------------------|----|-------------------------------------|----|-------------------------------------|
| K | <input type="checkbox"/> | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/>            | 4  | <input type="checkbox"/>            | 5  | <input type="checkbox"/>            |    |                                     |
| 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | 8 | <input type="checkbox"/> | 9 | <input checked="" type="checkbox"/> | 10 | <input checked="" type="checkbox"/> | 11 | <input checked="" type="checkbox"/> | 12 | <input checked="" type="checkbox"/> |

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	2	1	7
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	2	2	1	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	44	<b>Newcomers (ELLs receiving service 0-3 years)</b>	20	<b>Special Education</b>	11
<b>SIFE</b>	5	<b>ELLs receiving service 4-6 years</b>	7	<b>Long-Term (completed 6 years)</b>	10

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	34	5	2	4	0	2	6	0	7	44
<b>Total</b>	34	5	2	4	0	2	6	0	7	44

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										9	6	3	2	20
Chinese										3	2	0	1	6
Russian														0
Bengali														0
Urdu														0
Arabic										5	8	2	0	15
Haitian										0	0	1	0	1
French										0	0	0	1	1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other <u>NE</u>										0	0	1	0	1
<b>TOTAL</b>	<b>0</b>	<b>17</b>	<b>16</b>	<b>7</b>	<b>4</b>	<b>44</b>								

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified. All explicit ESL instruction is delivered in a departmentalized, free-standing model this year. These groups are ungraded and primarily homogenous by proficiency level. During the fall semester we created a heterogeneous grouping of Beginning and Intermediate level students for one period per day. Due to an influx of newcomers in the fall, this grouping will be adjusted in the spring and we will combine Intermediate and Advanced students, creating a homogenous group for the Beginners for three periods per day.

2. We have one ESL teacher who works with all three proficiency levels. We have grouped our ELLs accordingly:  
 - Beginning level students meet with the ESL teacher for three consecutive periods. The first two are a literacy block and the third is small group intervention and tutoring in the content-areas, or computer lab work using language software. This totals 675 minutes per week. Because our school uses a block schedule, this over-servicing is a necessary intervention.  
 -Intermediate/Advanced are combined into one group that meets for a double period each day. This totals 450 minutes per week.

3. Our ELLs take math, science, and history course work with mainstream teachers. None of these teachers hold their ESL license, but they are learning about ELL strategies through our ESL teacher and literacy specialists that come into the building to work with the teachers. Strategies already in place include picture support, dictionaries and glossaries, word walls, modified language (oral and written), and differentiated assignments.

#### 4. SUBGROUPS

##### Plan for SIFE

There is urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for our 4 SIFE students. We will take the following steps with these students:

Making an individualized student needs assessment

Creation of an AIS plan for the student focus on the literacy and math component

Grade appropriate instructional support materials

Differentiation of instruction in all areas

##### Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Content-area glossaries are provided
- Tell Me More language software accounts are set up for each student, and parent accounts will be made available as well, if applicable.

##### Plan for ELLs receiving service for 4-6 years

For those students receiving 4-6 years of service, we use the following procedures and resources to support our aim of having students reach proficiency on the NYSELAT during this time period and before becoming long-term ELLs:

- All students are encouraged to attend PM and/or Saturday School programs
- Students must use Auralog's Tell Me More software a minimum of two hours a week outside of school
- There is focus of vocabulary acquisition, and students are taught and assessed on a minimum of ten academic/SAT vocabulary words a week. This vocabulary is always taught within the context of the curriculum.
- There is also a strong focus on writing, in which ELLs in this subgroup receive the lowest scores on the NYSELAT. Students compose and publish a minimum of three portfolio items per marking period, including poetry, narrative memoir, research, and essays. Homework assignments are primarily journal entries.

##### Plan for Long Term ELLs

An analysis of long-term ELL scores on the NYSELAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in Read 180 and extracurricular programs to enrich their language and academic skills.

## Plan for Special Needs Students

Special Needs students within our ELL population are programmed as per the IEP. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- X-coded students will receive weekly NYSESLAT preparation from an AIS teacher during the spring semester.

## B. Programming and Scheduling Information--Continued

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

### 5. Targeted Intervention for ELLs

We have several structures in place and available to ELLs as targeted intervention. Each ELL student participates in one or more of the following, depending on their needs:

- Beginning level ELL students attend a 40 minute tutoring period with an ESL or bilingual math teacher four times a week, in which students are assisted with their math homework and math lessons are reinforced in the native language.
- Our network has provided us a reading specialist this year, Ms. Patricia Pinkerton (Senior Instructional Specialist for ELA, ELL, and Social Studies). She will be conducting a series of workshops with content-area teachers on differentiating and performing reading intervention for ELLs.
- The Leadership Program offers a series of workshops for parents. Parents are sent home personalized reminders and given phone calls to boost participation.

All ESL students are afforded equal access to school programs. This is accomplished by daily announcements in the ESL classroom, which are translated when necessary. Parent outreach is common and a luxury we are afforded by having such a small program within Cobble Hill. Our ELL Coordinator is in regular contact with all ELL parents.

### 6. Plan for Continuing Transitional Support

For the past two years we have had 15-20% of our ELL students reach proficiency on the NYSESLAT. A year of transitional support is available to these students in their continuing participation in the ESL program, but we do not give each child this automatically and instead make a decision on a case-by-case basis through a conversation between our ESL teacher, Assistant Principal, and Guidance Counselor. At this point we are providing transitional support to one student who tested Proficient in 2nd grade, returned to Yemen, and has now returned to the NYC public school system. Because there was such a large gap in his American schooling, we decided to give him transitional services.

All prior ELLs continue to receive testing accommodations for two years following their exit from the ESL program. These accommodations

were outlined in a letter from the superintendent in September 2008 and include the following:

- Time extension (time and a half)
- Separate location (ELLs and Former ELLs are generally tested together)
- Third reading of the Listening Selection on the English Regents Exam.
- Bilingual glossaries are provided for use during state tests
- Simultaneous use of English and Alternate Language Editions of state exams is approved for use by ELLs and Former ELLs
- For lower-incidence languages, we use school faculty or a hired translator to give students an oral translation of state tests.
- When taking a state test in with a native language translation, students are allowed to write their responses in their native language as well.

7. We have arranged an after school tutoring program which many students are taking advantage of (5-10, daily). We have applied for a grant to bring artists into the classroom in the Spring to work with students on an Oral History project. Saturday programming will begin in the Spring semester, and ESL students will either attend content-area credit recovery courses, or an ESL program, tentatively called "Saturdays at the Library." Participating students would meet at the public library each Saturday for self-directed research/study with their ESL teacher. Another program that would be beneficial to ELLs would be a Mentoring Partnership. This is where ELL students who express an interest in an area not covered during the school day (music, arts, journalism, etc.) could meet with a mentor to explore this area. This greatly depends on our ability to find a way to pay artist mentors through Title III funding.

8. We are discontinuing our Global History after school program and our Saturday "We are New York" program for parents and students. Students now receive Global History support in small groups during the school day and during after school tutoring programs. "We are New York" will be replaced, either with content-area Saturday course work, or the "Saturdays at the Library" program previously mentioned.

#### 9. Supplementary Programs

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

- Saturday/PM School: These classes support Regents preparation as well as credit recovery. ELLs do not attend these supplementary courses unilaterally, but instead are required to attend only if a) they have already failed the Regents exam for this subject, b) they need to recover credits in this subject area, or c) if they are a new immigrant that has arrived in the middle of the school year. Thus far, we have initiated an after school tutoring program that is open to all ELLs and will support credit accumulation as well as Regents preparation. We are tentatively planning a "Saturdays at the Public Library" series in the spring where students will meet with their ESL teacher at the library and work on self-directed research/study.
- NYC Acclimation Field trips: Beginning level ESL students take monthly field trips to different cultural institutions in the community, as well as public libraries, to familiarize them with navigating the city and the resources available within it. Intermediate/Advanced student will take frequent trips to the public library and institutions related to our curriculum.
- Extracurricular Arts Programs: ESL students are targeted to participate in extracurricular programs for the Arts during the spring semester. Pending funding and availability, ESL students participate in a film-making workshop with Alejandro Duran (The Digital Project). We have also applied for an arts grant that would bring artists into the classroom to work with ESL students on an Oral History project. This would take place during the school day, though students would continue working on their individual projects in the after school program.

#### 10. Instructional Materials

The Freestanding ESL program does not use a particular text, instead utilizing a focus on literacy instruction. This includes the use of high interest/low level texts. The exception to this pattern is when materials are used to familiarize students with the state assessments or for beginning level students who are recently-arrived immigrants.

##### Instructional Materials by Proficiency Level

###### Beginning

- Teacher-designed curriculum following an American History sequence (We Were There, Too, ed. Phillip Hoose, assorted picture books addressing American History content, multiple sources to build schema – film clips, artwork, music, and poetry.)
- Supportive websites: [www.usalearns.org](http://www.usalearns.org) (English), [www.jmap.org](http://www.jmap.org) (Mathematics), [www.brainpop.org](http://www.brainpop.org) (Science and Social Studies)
- Skill Sharpeners

- 50/50 Cooperative and Communicative Learning Tasks (Warren Wilson and Roger Barnard)
- All writing published in Google docs

#### Intermediate/Advanced

- Teacher-selected short texts/poetry/novels dealing with theme of immigration
- Teacher-generated worksheets/matrixes/projects
- Weekly vocabulary lists compiled from current events articles and SAT tests
- Teacher-selected film/music/images to support student contextualization
- Grammar Connections (Heinle/Cengage)
- All writing published in Google docs and on class blog (cobble.edublogs.org)

#### Extracurricular

- Global History textbooks and workbooks
- Global History library with over 50 titles
- Footprint Reading Library Collection (nonfiction readings)
- “We Are New York” film series and accompanying material
- Jefferson Math Project videos
- World English series (Heinle/Cengage)
- Teacher generated grammar activities

#### Content Area

- Bilingual content-area glossaries
- Content area textbooks and teacher-generated materials
- Jefferson Math Project videos
- Low-level picture books on content area topics
- Brain pop website with supplementary videos

On a case-by-case basis, content area teachers and our ESL instructor provide materials specific to students’ ages and grade levels. We are in the process of compiling a resource library with multi-level resources for all topics within our content area classes’ scope and sequence.

### 11. Native Language Support

Bilingual dictionaries and word-to-word glossaries are available for all languages present in the ESL classroom. Cognates are explicitly taught to Spanish-speaking students. Often the ESL teacher pauses at an important vocabulary word and has higher level students translate into all of the languages present in the room. Online videos showing math lessons are made available to students in English, and are also available in Spanish on [www.jmap.org](http://www.jmap.org).

When possible, we include native language support for ELLs in content-area classrooms as well. This policy includes:

- Each student is provided with a native-language word-to-word glossary for their content area classes if it is beneficial to the student.
- All ELLs travel with a bilingual dictionary for all of their classes
- Teachers are instructed to use translation software and images for important terms within their curriculum.
- All math lessons are available to students in English or Spanish using the Pearson website.
- Student and teacher translators are available for Spanish and Arabic, our primary two language groups.

12. Required support the ELLs’ ages and grade levels, and the resources correspond as well.

13. . As another support to ELLs, we offer a bridge program for incoming 9th graders the summer before they begin their freshman year. Many ELLs participate in this program, which acclimates students to high school procedures and curriculum. Unfortunately, the majority of our new admits arrive during the school year and unable to participate in the Bridge Program.

14. Some of our ELL students are programed for Spanish Language classes, while others take the LOTE exam and receive their language credits through this test.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

Content area teachers meet with our ESL teacher on a weekly basis during school common planning time. Often content area teachers who are struggling with their ELLs choose to spend additional time for articulation during lunch breaks or prep periods. These meetings are either one-on-one or small groups based on the content area.

These regular meetings compose the majority of teacher professional development in teaching English Language Learners, unless the teacher decides to participate in one of the trainings offered by the New York City Department of Education.

During these meetings, curriculum and resources are discussed. Our ESL teacher either provides additional resources for ELLs or commits to finding them for student use. A variety of suggestions of ESL modifications are made to content area teachers, and often our ESL teacher will outline and model a QTEL task that would be appropriate for the curriculum. Teachers often discuss specific concerns they having with ELL students in their classrooms.

The time spent on articulation and professional development far exceeds the mandatory 7.5 hours required by the Department of Education. All meetings are logged and documented in the ARIS Inquiry page for ELL Articulation as individual discussions. All pertinent teachers and administrators have access to this page for later consultation.

Professional development is provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

- School Staff: Within the schools Professional Development program, the focus is on:
  - o Familiarizing staff with language proficiency levels, ELL identification procedures, and ELL scaffolds.
  - o Collaboration and conferencing between content area teachers and our ESL instructor.
  - o Communication of ESL strategies and methods through electronic and written memorandums.

Workshops taken by our ESL teacher have included:

- Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
- Conversation Partner Training, International Center of New York, September 2008
- Presidential Elections Past and Present, Museum of the City of New York, November 2008
- Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
- BESIS Orientation, December 2008
- World Languages Education for Our Future: Curriculum, Practices, Resources, and Technology, February 2009
- Shakespeare Teaches Teachers, Brooklyn Academy of Music, Spring 2009
- Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
- Exploring Identity: Museum of Modern Art, March 2009
- Seminar on Race and Racism, Cullman Center for Writers and Scholars, New York City Public Library, July 2009

- Seminar on Teaching Mary Shelly's Frankenstein, Cullman Center for Writers and Scholars, New York City Public Library, November 2009

All pertinent information from these trainings is turn-keyed to content area teachers.

### E. Parental Involvement

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

1. In general, our ELL parents are involved with and supportive of their child's education. They are readily available by phone. However, many of them have difficulty making it to events due to work constraints. This statement could be extended to the majority of the parents at our school.

The Leadership Program does several workshops for parents throughout the school year, and all ELL parents are informed by phone or in writing. All parents are invited to participate in the Parent Teacher Organization. Our ESL teacher uses Title III money to create community with ELL parents by taking them on ESL outings on weeknights or weekends (performances, etc). Parents have an open invitation to attend any fieldtrip the ESL class takes during the school day.

2. This year we are looking into a partnership with Learning Leaders, a community based organization that offers free classes to parents.

3. Our ESL teacher is in regular contact with parents and available to meet with them at any time. An extensive intake interview is done with parents when their child is admitted, and needs are ascertained at this meeting.

4. Our parents struggle with helping their children with their homework. Our bilingual Parent Coordinator, Wanda Rodriguez, works to inform parents of available SES tutoring services. Parents are kept abreast of school activities by phone contact with Ms. Rodriguez or the ESL teacher.

- Parent Teacher Meetings: In general, the parents of ELLs at Cobble Hill are very responsive to school involvement and take an active role in their children's education. Our ESL teacher is in regular contact with parents by telephone and email, and parents meet with her in person a minimum of three times a school year. There are two parent-teacher conferences, and ELL parent attendance is very high. In addition, there is an initial conference/orientation designed for the parents of new admits, but often attended by other parents as well. This orientation session takes place with on an individual basis for the parents of students who arrive in the middle of the school year. □□□□

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	4	0	0	9
Intermediate(I)										3	7	3	1	14
Advanced (A)										2	0	1	3	6

Total	0	0	0	0	0	0	0	0	0	0	10	11	4	4	29
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B										2	2	0	0
	I										5	5	0	0
	A										1	2	2	3
	P										2	2	2	1
READING/ WRITING	B										5	4	0	0
	I										3	7	3	1
	A										2	0	1	2
	P										0	0	0	1

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam					
	Number of ELLs Taking Test		Number of ELLs Passing Test		
	English	Native Language	English	Native Language	
Comprehensive English	6	0	6	0	
Math <u>Int. Alg.</u>	4	10	1	5	
Math <u>Int. Geom.</u>	3	0	3	0	
Biology					
Chemistry					
Earth Science	2	0	0	0	
Living Environment	10	1	1	1	
Physics					
Global History and Geography	11	0	4	0	
US History and Government	3	0	2	0	
Foreign Language					
Other					
Other					
NYSAA ELA					
NYSAA Mathematics					
NYSAA Social Studies					
NYSAA Science					

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	0	0	3	0					

Chinese Reading Test	0	0	0	0				
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## B. After reviewing and analyzing the assessment data, answer the following

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

I use a combination of teacher-written diagnostics and the Acuity ELL Periodic Assessment to assess my students' literacy skills. Ultimately, we use NYSESLAT proficiency data to program our students. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. During 2009-10, our ninth grade population is the largest one.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that are holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate, causing them to remain at the advanced level.

### Language Assessment Battery (Revised)

LAB-R results indicate that the majority of new admits to Cobble Hill this year are coming with little to no knowledge of English and often have interrupted formal education. Many of the interventions in place this year were created in response to this subgroup of ELLs.

- During the extended day sessions, Beginning Level ELLs/Newcomers will receive tutoring in their content area classes with a focus on academic language development.
- Utilization of Tell Me More software and Read 180 to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- Academic Intervention Services for ELL students and those performing below grade level during the school day as well as extended hours.
- Small group NYSESLAT preparation for x-coded ELLs who are not programmed for ESL classes, as per IEP.

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

It is clear that for ELLs that attended some high school in their native country, it is preferable to take the exam in the native language with simultaneous use of English and native language editions. We will make sure this option is available to all of our students during all three testing windows of 2010-2011 schools year. We will hire a translator for lower incidence languages.

Last year we began using Acuity Periodic Assessments for ELLs, which are administered 4 times throughout the school year. This summative assessment takes the same format as the NYSESLAT and is thus very beneficial to students. They can track their progress in the different

opportunities for active meaningful engagement.

We have only administered the Acuity Periodic Assessment once so far this year, so it is difficult to see definitive student gains; however, after reviewing the results of the first assessment, our ESL teacher has added several weekly listening prompts to her curriculum after noticing

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		