



**COLUMBIA SECONDARY SCHOOL** FOR MATH, SCIENCE AND ENGINEERING  
**2010-2011**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: 05-M-362**

**ADDRESS: 425 WEST 123<sup>RD</sup> STREET, NEW YORK NY 10027**

**TELEPHONE: (212) 666 - 1278**

**FAX: (212) 666 - 3805**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 05-M-362      **SCHOOL NAME:** Columbia Secondary School

**SCHOOL ADDRESS:** 425 West 123<sup>rd</sup> Street 5<sup>th</sup> Floor, New York NY 10027

**SCHOOL TELEPHONE:** (212) 666 – 1278      **FAX:** (212) 666 - 3805

**SCHOOL CONTACT PERSON:** Dr. Gary P. Biester      **EMAIL ADDRESS:** garybiester@columbi  
asecondary.org

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Margery Greenberg

**PRINCIPAL:** Dr. Gary P. Biester

**UFT CHAPTER LEADER:** Daniel Novak

**PARENTS' ASSOCIATION PRESIDENT:** Maria Herrera

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* TBD

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 05      **SSO NAME:** Empowerment Support Organization –  
Children First Network 12

**SSO NETWORK LEADER:** Emily Sharrock

**SUPERINTENDENT:** Gale Reeves

## 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
<b>Dr. Gary Biester</b>	*Principal or Designee	
Daniel Novak	*UFT Chapter Chairperson	
Maria Herrera Boyana Konforti	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
TBD	Student Representative <i>(a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sean Stanton	Member/6 <sup>th</sup> Grade Parent	
Janet Miller	Member/6 <sup>th</sup> Grade Parent (alt)	
Kim Trueblood	Member/7 <sup>th</sup> Grade Parent	
Margery Greenberg	Member/8 <sup>th</sup> Grade Parent	
Damaris Solis-Padilla	Member/9 <sup>th</sup> Grade Parent	
Candy Gulko	Member/9 <sup>th</sup> Grade Parent (alt)	
Nathan Finney	Member/Teacher	
Andrew Sullivan	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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**Columbia Secondary School for Math, Science, and Engineering (CSS-MSE)** is a specialized, public, sixth through twelfth grade school that opened in the fall of 2007. A joint effort between Columbia University and the NYC DOE, it serves academically talented students who have an interest in a rigorous and demanding program focusing on math, science, and engineering. The school is unique in drawing students from the upper Manhattan community (D3, 4, 5 and 6). Its student body is one of the most diverse of any STEM selective school in the city.

#### **School Mission Statement**

Our program of study provides a challenging academic experience that prepares its students for selective colleges and for a life of civic engagement and ethical responsibility. We train students to be socially and politically conscious, aware of their responsibility to their communities and the world, and dedicated to a life of creation and discovery in service of humanity.

#### **Educational Vision**

Columbia Secondary immerses its students in science and math as a way of seeing and making sense of the world. Learning experiences focuses on the active exploration of major concepts, ideas, and theories that respond to life's big questions. Students are exposed to the history of these ideas; the struggles and controversies necessary for their development; the kind of questions and problems that are key to the discovery process; and the special role of effort and creativity. Students model and engage in their own explorations so that they may experience the excitement, beauty, and difficulty of discovery. Students become cognizant of the limits of knowledge and sensitive to the dangers of an over-reliance on science and technology. Students learn to explore new questions, to ponder the significance of new scientific discoveries, and to use scientific knowledge and critical thinking in their own lives.

#### **Instructional Philosophy**

CSS views effective instruction as one that sets clear and high expectations, promotes an inclusive and participatory classroom culture, and that motivates students to become independent learners. Instruction at CSS is Socratic in spirit, with discussions, group projects, debates, guided inquiry, and carefully led lectures that focus on key questions, concepts, and theories. Students have extensive opportunities to engage in research, solve real-world problems, and learn experientially through group projects, internships, community service, and field expeditions and travel abroad programs

#### **A Demanding and Highly Enriched Curriculum**

The school's academic program is demanding and rigorous – and will prepare students for success in top-notch colleges and universities. By 11th grade most students are expected to take courses at Columbia University. In addition to the regular core Science, Math, Social Studies, Spanish and English language arts courses, all students take Philosophy and Engineering, an additional Elective, and Creative Arts and Fitness courses. The enrichment program is arguably the most diverse offerings of any school in the city with over 3 dozen offerings such as: Marine Biology, Genetics, Chess, Science Fiction Film, Theatre, Environmental Science, Outdoor survival, Screenwriting, Forensics, Legorobotics, Photography, Film, Latin American History, Museums of NYC, and Cooking. A unique experiential field trip and field expeditions program, offered during the month of June provides students with opportunities to explore interdisciplinary courses themed around international trips; sustainability or the city as a living classroom. Students start taking High school level courses as early as 7<sup>th</sup> grade and college level courses as early as 10<sup>th</sup> grade. In the Upper School students have the opportunity to take over a dozen Advanced Placement courses and courses from Columbia University's vast undergraduate offerings.

### **SECTION III – Cont'd -- SWAP IN THE PREPOPULATED VERSION**

#### **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. (see following page)

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CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>		Columbia Secondary School							
<b>District:</b>		5	<b>DBN:</b>		05M362	<b>School BEDS Code:</b>		310500011362	
DEMOGRAPHICS									
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>		2008-09	2009-10	2010-11	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Pre-K		0	0	0			96.6	97.5	96.4
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			96.8	98.4	98.2
Grade 4		0	0	0					
Grade 5		0	0	0	<b>Poverty Rate - % of Enrollment :</b>				
Grade 6		96	97	96	<i>(As of October 31)</i>		2008-09	2009-10	2010-11
Grade 7		96	96	94			60.0	54.2	42.7
Grade 8		0	95	95					
Grade 9		0	0	100	<b>Students in Temporary Housing - Total Number:</b>				
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10
Grade 11		0	0	0			0	3	1
Grade 12		0	0	0					
Ungraded		0	0	0	<b>Recent Immigrants - Total Number:</b>				
Total		192	288	385	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
							1	0	0
<b>Special Education Enrollment:</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		0	0	0	Principal Suspensions		0	0	0
# in Collaborative Team Teaching (CTT) Classes		0	0	2	Superintendent Suspensions		0	0	1
Number all others		2	0	2					
<i>These students are included in the enrollment information above.</i>				<b>Special High School Programs - Total Number:</b>					
<i>(As of October 31)</i>		2007-08	2008-09	2009-10					
CTE Program Participants		0	0	0					
Early College HS Program Participants		0	0	0					
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
<i>(BESIS Survey)</i>		2008-09	2009-10	2010-11	<i>(As of October 31)</i>		2007-08	2008-09	2009-10
<i>(As of October 31)</i>		2008-09	2009-10	2010-11	Number of Teachers		6	8	11
# in Transitional Bilingual Classes		0	0	TBD					
# in Dual Lang. Programs		0	0	TBD					
# receiving ESL services only		0	0	TBD					

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	TBD	Number of Administrators and Other Professionals	1	2	2
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	0	0	0
<b>Overall Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	16.7	12.5	18.2
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher	50.0	63.0	81.8
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers (NCLB/SED	87.5	100.0	78.7
American Indian or Alaska Native	1.0	0.7	0.8				
Black or African American	16.7	20.1	17.1				
Hispanic or Latino	50.5	43.4	46.8				
Asian or Native Hawaiian/Other Pacific Isl.	6.8	6.9	10.1				
White	23.4	26.4	21.3				
<b>Male</b>	50.0	47.9	47.0				
<b>Female</b>	50.0	52.1	53.0				
<b>2009-10 TITLE I STATUS</b>							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2007-08	2008-09	2009-10	2010-11
				√		√	√
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>				<b>Category</b>		
	In Good Standing (IGS)		√	Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2011-2B - January 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<u>Elementary/Middle Level</u>				<u>Secondary Level</u>			
ELA:	√			ELA:			
Math:	√			Math:			
Science:				Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
<b>Student Groups</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	-	-					
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	5	5					
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	C			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>	22.9			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:	6.2			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	13.4			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	3.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	0						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				U = Underdeveloped			
√ <sup>SH</sup> = 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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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 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 the schools 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?
- 

### **1) What student performance trends can you identify?**

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#### **a) High performance in Math; relatively low in ELA.**

On state standardized test outcome measures, our students did very well in Math (average score of 3.47/702.35), but less so in ELA (3.01/678.68). Similarly, in Math, only 10 students failed to score at at least level 3, while in ELA, 41 students failed to attain level 3. While our ELA goal was 50% 4; 50% 3, the result was not nearly that good, with only 43 of 279 (excluding present 6<sup>th</sup> graders, who have yet to be tested as CSS students) scoring at level 4. Overall, 85.66% scored at level 3 or 4 in ELA; 96.44% in Math. Surprisingly we found little correlation between our course measures of learning and the State ELA test scores, suggesting some continuing misalignment issues. Our ELA course emphasizes writing, and oral and multimedia communication skills. To address this underperformance, we have added a writing lab period to the ELA course and for entering 6<sup>th</sup> graders added a study skills period that emphasizes reading and writing skills across the disciplines. In ELA, for the present year and going forward, we need to be sure to address the standards which the state exam targets, while avoiding the trap of teaching solely to the test. This can be achieved by offering a rigorous program encompassing reading of challenging texts, literary analysis, oral presentation, and multimedia communication skills, as well as grammar, vocabulary, and usage.

#### **b) Significant 1<sup>st</sup> to 4<sup>th</sup> quarter improvements in school academic outcomes, high levels of satisfaction with learning experience.**

On school based measures of academic performance (progress reports, grades, portfolios) and outcomes of student and parent evaluations and feedback (e.g. focus groups, surveys, course evaluations), students performed to target levels and showed significant improvements throughout the school year. A correlational analysis of our grades or grade subcomponents showed that these do not correlate well with State standardized tests. This is not a surprising finding, given that our core course learning goals are markedly different in content, skill, and relative emphasis than those tested on state exams and that our enrichment programs (creative arts, electives, June-minisemester and fitness) are not measured by standardized tests at all. While survey data and focus group discussions suggest that students are academically challenged and are highly satisfied with their learning experience, this does not mean that we can ignore addressing misalignments with standards, as previously noted in 'a' above.

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### c) Challenges with the bottom 25% performers at risk of failure

Our bottom 25% performers (based on school progress reports, grades in tests and written work, and faculty-advisor recommendations) were identified early (within a month of school starting) as needing additional academic support. These at risk students were placed in after school programs, one-on-one mentoring, and content specific small group study. Revisions are made on an ongoing, quarterly basis, giving a chance for students showing significant improvement to move out of such programs, although opportunities for tutoring and remediation remain available on an as-needed basis.

### d) Regents Test Results

CSS students have outperformed the city-wide results on the Regents tests, even though Regents courses are given to students at CSS at an accelerated pace. Results for the exams in 2009-2010 were as follows:

Exam	Register	No. Taking	No. Passing	Percent Passing	No. Mastery (≥ 85)	Percent Mastery	No. Honors (≥90)	Percent Honors
Living Environment	108	95	93	97.89	38	40.00	19	20.00
US History	92	87	86	98.85	46	52.87	36	41.38
Earth Science	92	91	83	91.21	34	37.36	21	23.08
Integrated Algebra	91	91	91	100.00	29	31.87	11	12.09
Geometry	17	17	17	100.00	13	76.47	8	47.06

Although, as stated, these Regents tests results significantly outperform city-wide results, there is a concern amongst the CSS community that by accelerating the pace, we are actually providing a disservice to a segment of our student population, who may have otherwise achieved passing grades, or high honors, on the exam, if taken at the typical pace, or if fewer regents exams in 8<sup>th</sup> grade were given.

## 2) What have been the greatest accomplishments over the last couple of years?

- a) Getting physical plant ready for our increasing enrollments.
- b) Implementation of an ambitious, broad-ranging curriculum (All major subjects, plus Engineering, Creative Arts, Philosophy, and six field study-expedition programs)
- c) Webpage development and online learning community and communications capacity
- d) Setting up student Assessment systems, faculty shared grade books.
- e) Building our community (e.g. fieldtrip participation, parent's financial support for enrichment programs, Townhall meeting participation, PA and SLT start-up – link to CSS Y1 slideshow)
- f) Grants and fundraising (over \$320,000 in in-kind and cash contributions).
- g) School-wide assessment and Learning Reports practices
- h) Faculty/staff development (sponsored faculty participation in conferences/study trips, AP conferences, graduate school tuition support, twice weekly faculty meetings, professional retreats)

## 3) What are the most significant aids or barriers to the school's continuous improvement?

- a) Aids to improvement
  1. Superb staff and faculty (diverse, creative, interdisciplinary, committed)
  2. Columbia University and Foundation support (provides flexible, constraint free discretionary budget)

3. Family support in creating school's vision with a high level of parental involvement
4. Leadership's focus on: establishing academic culture of high expectations, student motivation and development, curriculum and instruction, supporting/mentoring faculty
5. Making faculty the center of the SLT'S attention (i.e. providing them with all instructional resources, investing in their professional development, mentoring, etc.)
6. Cooperative working relationship with PS 125 Principal.

b) Barriers to improvement

1. Lack of any assistant principals – school requires at least two assistant principals, one to assist the principal in the administration and management of the Middle School and the other to assist the administration and management of the High School (one for administrative/pupil personnel; one for instructional).
2. Failure to codify a secondary and tertiary levels of leadership – each grade level, and each department needs to have a clearly defined leader to ensure the smooth management of day to day needs.
3. Constraints of building space (e.g. no labs, small classrooms, antiquated electrical and data systems).
4. Lack of consistent oversight and training of new teachers
5. High faculty turnover
6. Lack of guidance counselor committed to the needs of CSS students who could provide professional assistance and appropriate mental health interventions.
7. Lack of academic counselors (i.e. college admissions).
8. Perception that ALL CSS students are on track for AP classes or early college courses when they are not. Inability to provide early academic interventions to support struggling students prior to the point of placing students on academic probation. Need to assess AP/non-AP early on in the academic year.
9. Lack of personnel to understand/identify IEP/LD issues. Lack of staff to intervene to assist targeted children with special needs.
10. Over-scheduling of student academic day – students require more 1 on 1 time with faculty members.
11. Need to facilitate and enhance Columbia University connection – teachers require access to CU resources and students require access to CU library as CSS does not have its own library facility.
13. Need for a fully functional and state of the art computer labs for higher level engineering courses.

## 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 2009-10 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.

*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 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 presumably be aligned to the school's annual goals described in this section.*

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1. **By June 2011, improve by 10% the number of students scoring at levels 3 and 4 on the NYS ELA assessment.**
2. **By June 2011, improve by 5% the number of students scoring at level 4 on the NYS Math assessment.**
3. **By June 2011, students who scored in the lower third on the NYS ELA assessment will attain a net average scaled score gain of at least 15 points**
4. **By June 2011, students who scored in the lower third on the NYS Math assessment will attain a net average scaled score gain of at least 10 points.**
5. **By June 2011, the mastery rate among all students taking regents exams will increase from 42% (2009-2010 rate) to over 50%.**

**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 2009-10 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 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):**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>GOAL 1 - By June 2011, improve by 10% the number of students scoring at levels 3 and 4 on the NYS ELA assessment.</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>	<p><u>Measurable Objectives:</u></p> <ol style="list-style-type: none"> <li>1. The average score for each grade will exceed 680</li> <li>2. 94% of students in each grades will score 3 or higher</li> <li>3. 35% of students in each grade will score above 700</li> </ol> <p><u>Action Plan and Items:</u></p> <p><b>Staffing:</b> Hire 3 ELA FT faculty and 2 PT faculty (done as of Sept 25) including two PT ELA Co-teachers to work with bottom 1/3 performers and coordinate</p> <p><b>Data analysis</b> – analyze test gain scores, run statistical difference , correlation and temporal trend analysis, do item analysis (Oct)</p> <p><b>Scheduling:</b></p> <ol style="list-style-type: none"> <li>1) Order interim, predictive and ELA tests (Oct – done)</li> <li>2) Identify bottom 1/3 students using test 2010 scores, gain scores, and our own placement test (Sept)</li> <li>3) Retest bottom 1/3 students with 2010 ELA test (Late Oct)</li> <li>4) Coordinate Columbia University Law School tutoring program (Mon, Tu, Wed 4-6 pm)</li> <li>5) Enroll low performers in Electives Academic Support Program, CAP Academic Support Program and/or Afterschool CU Tutoring</li> <li>6) Schedule ELA inquiry team and test prep team (Nov)</li> <li>7) Schedule tests – calendarize (Oct-done)</li> </ol>

	<ul style="list-style-type: none"> <li>8) Send letter to parents and students (2 weeks before test)</li> <li>9) Prepare dividers, pencil boxes, etc (1 week before tests)</li> <li>10) Item and Statistical analysis (ongoing completed in August 2010)</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> <li>1. Funded with DOE budget</li> <li>2. Eliminate Data Analyst position</li> <li>3. Reallocate funds to PT ELA teachers</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>1) Test score data</li> <li>2) ELA testing binder will collect relevant examination materials</li> <li>3) Minutes of Humanities Faculty meetings</li> <li>4) % of student who take interim and predictive tests</li> <li>5) Statistical analysis of student scores in each interim and predictive test</li> <li>6) Item and Statistical analysis of ELA test scores</li> </ul>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2 - By June 2011, improve by 5% the number of students scoring at level 4 on the NYS Math assessment.</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>	<p><u>Measurable Objectives:</u></p> <ol style="list-style-type: none"> <li>1. The average score for each grade will exceed 700</li> <li>2. 98% of students in each grades will score 3 or higher</li> <li>3. 35% of students in each grade will score above 710</li> </ol> <p><u>Action Plan and Items:</u></p> <p><b>Staffing:</b> Hire ASP coordinator, 1-2 new fulltime faculty, and additional tutors for extra support.</p> <p><b>Data analysis</b> – analyze test gain scores, run statistical difference , correlation and temporal trend analysis, do item analysis</p> <p><b>Scheduling:</b></p> <ol style="list-style-type: none"> <li>1) Order interim, predictive and Math tests</li> <li>2) Identify bottom 1/3 students using test 2010 scores, gain scores, and our own placement test (</li> <li>3) Retest bottom 1/3 students with 2010 Math test</li> <li>4) Coordinate Columbia University Law School tutoring program (Mon, Tu, Wed 4-6 pm)</li> <li>5) Enroll low performers in Electives Academic Support Program, CAP Academic Support Program and/or Afterschool CU Tutoring</li> <li>6) Schedule Math inquiry team and test prep team</li> <li>7) Schedule tests – calendarize</li> <li>8) Send letter to parents and students (2 weeks before test)</li> <li>9) Prepare dividers, pencil boxes, etc (1 week before tests)</li> <li>10) Item and Statistical analysis</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ol style="list-style-type: none"> <li>1) Funded with DOE budget</li> <li>2) Eliminate Data Analyst position</li> <li>3) Reallocate funds to new Math teachers and tutors</li> </ol>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"><li>1) Test score data</li><li>2) Math testing binder and subject test bank will collect relevant examination materials</li><li>3) Minutes of STEM Faculty meetings</li><li>4) % of student who take interim and predictive tests</li><li>5) Statistical analysis of student scores in each interim and predictive test Item and Statistical analysis of Math test scores</li></ol>
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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 3 - By June 2011, students who scored in the lower third on the NYS ELA assessment will attain a net average scaled score gain of at least 15 points</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>	<p><u>Measurable Objectives:</u></p> <ol style="list-style-type: none"> <li>1) The average NYS ELA test score for each grade will be above 685.</li> <li>2) At least 50% of students in each grade who scored at level 2 in 2009-2010 in each grades will score 3 or higher on the 2011 NYS ELA.</li> <li>3) 75% of students in each grade will score above 700</li> </ol> <p><u>Action Plans and Items:</u></p> <p><b>Staffing:</b> Hire 3 ELA FT faculty and 2 PT faculty (done as of Sept 25) including two PT ELA Co-teachers to work with bottom 1/3 performers and coordinate</p> <p><b>Data analysis</b> – analyze test gain scores, run statistical difference , correlation and temporal trend analysis, do item analysis (Oct)</p> <p><b>Scheduling:</b></p> <ol style="list-style-type: none"> <li>1) Order interim, predictive and ELA tests (Oct – done)</li> <li>2) Identify bottom 1/3 students using test 2010 scores, gain scores, and our own placement test (Sept)</li> <li>3) Retest bottom 1/3 students with 2010 ELA test (Late Oct)</li> <li>4) Coordinate Columbia University Law School tutoring program (Mon, Tu, Wed 4-6 pm)</li> <li>5) Enroll low performers in Electives Academic Support Program, CAP Academic Support Program and/or Afterschool CU Tutoring</li> <li>6) Schedule ELA inquiry team and test prep team (Nov)</li> <li>7) Schedule tests – calendarize (Oct-done)</li> <li>8) Send letter to parents and students (2 weeks before test)</li> <li>9) Prepare dividers, pencil boxes, etc (1 week before tests)</li> <li>10) Item and Statistical analysis (ongoing completed in August 2010)</li> <li>11) ASP coordinator will conduct action research to target bottom third and prescribe appropriate interventions.</li> </ol>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p><b>Funding:</b> funded with DOE budget, no additional funds necessary</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1) ELA testing binder will collect relevant examination materials</li> <li>2) Minutes of ELA Faculty meetings</li> <li>3) % of student who take interim and predictive tests</li> <li>4) Item and Statistical analysis of student scores in each interim and predictive test</li> <li>5) Item and Statistical analysis of ELA test scores</li> </ol>

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 4 - By June 2011, students who scored in the lower third on the NYS Math assessment will attain a net average scaled score gain of at least 10 points.</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>	<p>1) The average NYS Math test score for each grade will be above 705. 2) All students in each grade who scored at level 2 in 2009-2010 will score at level 3 or higher on the 2011 NYS Math assessment. 3) 75% of students in each grade will score above 715</p> <p><b>Action Plans and Items:</b></p> <p><b>Staffing:</b>Hire ASP coordinator, 1-2 new fulltime faculty, and additional tutors for extra support.</p> <p><b>Data analysis</b> – analyze previous years test scores. Item analysis on predictive. Target weak areas for each student</p> <p><b>Scheduling:</b></p> <ol style="list-style-type: none"> <li>1) Order interim, predictive and Math tests</li> <li>2) Identify bottom 1/3 students using test 2010 scores, gain scores, and our own placement test</li> <li>3) Retest bottom 1/3 students with 2010 Math test</li> <li>4) Coordinate Columbia University Law School tutoring program (Mon, Tu, Wed 4-6 pm)</li> <li>5) Enroll low performers in Electives Academic Support Program, CAP Academic Support Program and/or Afterschool CU Tutoring</li> <li>6) Schedule Math inquiry team and test prep team</li> <li>7) Schedule tests – calendarize</li> <li>8) Send letter to parents and students (2 weeks before test)</li> <li>9) Prepare dividers, pencil boxes, etc (1 week before tests)</li> <li>10) Item and Statistical analysis</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Funding:</b> funded with DOE budget, no additional funds necessary</p>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval of periodic review; instrument(s) of measure; projected gains*

- 1) Scores on Pretest, Midpoint diagnostic test
- 2) Statistical analysis of final scores in each test
- 3) Determine if goals were met and reset as needed

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 5 - By June 2011, the mastery rate among all students taking regents exams will increase from 42% (2009-2010 rate) to over 50%.</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>	<p>4) The average test score for all regents exams will be above 80. 5) All students in a class that terminates in a regents will be required to sit for it. 6) We assume 100% passing rates for regents exams required for high school graduation.</p> <p><b>Action Plans and Items:</b></p> <p><b>Staffing:</b> Hire additional faculty with high school experience</p> <p><b>Data analysis</b> – analyze previous years test scores. Pay special attention to exams with low mastery rates.</p> <p><b>Scheduling:</b></p> <ol style="list-style-type: none"> <li>1) Item analysis of prior regent exams.</li> <li>2) Regents-based tests</li> <li>3) Purchase regents review booklets for all classes ending in regents exams.</li> <li>4) Encourage teachers to make use of jmap.org website.</li> <li>5) STEM courses: teachers teach calculator competencies.</li> <li>6) Use of Columbia Law School tutoring program (Mon, Tu, Wed 4-6 pm)</li> <li>7) Mock regents exams offered periodically an especially two to three weeks before actual exam.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><b>Funding:</b> funded with DOE budget, no additional funds necessary</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval of periodic review; instrument(s) of measure; projected gains</p>	<p>4) Scores on old regents, in class exams, and mock regents exams. 5) Statistical analysis of trends 6) Items analysis to determine areas of weakness.</p>

## **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	20	18	17	19	0	0	0	0
7	19	16	18	16	0	0	0	0
8	23	20	23	20	0	0	0	0
9	25	24	31	27	0	0	0	0
10								
11								
12								

**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>One-on-one writing instruction; grammar review; reading instruction; targeted test prep</b>
<b>Mathematics:</b>	<b>6<sup>th</sup> period of instruction; extra classes in lieu of electives; use of Renaissance Math</b>
<b>Science:</b>	<b>After school one-on-one tutoring/extra help</b>
<b>Social Studies:</b>	<b>After school one-on-one tutoring/extra help</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>None</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>None</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Counseling</b>
<b>At-risk Health-related Services:</b>	<b>AIDS prevention; condom distribution trained teachers; wellness/sexuality workshops by grade</b>

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding). (CONFIRM W JOSE)
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) 6,7,8,9                      Number of Students to be Served: 0 LEP          Non-LEP

Number of Teachers         N/A                              Other Staff (Specify)         N/A        

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

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</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.
  - We created a survey for all incoming parents which allow us to assess the language of primary use of parents/guardians. This data shows that close to 25% of our parents require Spanish translation.
  - In-school translation services are provided by our staff members (4 faculty and the Principal and Parent Coordinator are bilingual. Most meetings are held in both languages. The Principal and the parent coordinator regularly call and meet in Spanish. During parent teacher conferences faculty who are bilingual share tables with faculty who are not to ensure that Spanish speaking parents can communicate with faculty effectively.
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.
  - Virtually all of the written material is translated into Spanish (e.g. letters, emails, webpage postings to parents. The Principal and Parent Coordinator are bilingual as are 3 of the core teachers.
  - There is a concern that Parents are not attending the PA meetings because of inconsistent translation. We are exploring venue for simultaneous translations.

#### **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.
  - School will continue providing written translation for all the letters and emails to parents, student related information, invitations to events, etc.
  - Documents (electronic and hard copy) are translated as soon as the original one in English has been written. All the information is sent to home in both English in Spanish.

- Translation services are always provided by members of our staff, but parents are also assisting.
  - In Town Hall meeting we have students serve as discussion leaders and translators.
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.
- Oral interpretation services are provided by staff members.
  - Bilingual Parents are increasingly volunteering translating meeting agendas, remainders, and other information.
  - The PA has committed to translating all its materials and to hold meeting with a parent or staff translator.
  - The Principal translates all letters, blogs and email messages in Spanish and holds focus group meeting with Spanish speaking parents
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>.

#### VII Notification Requirements

- A. We will provide to each parent who require language assistance with a copy of the Bill of Parent Right and Responsibilities.
- B. We will post a sign in both English and Spanish, right in front of the main office indicating that in our school we provide interpretation service.
- C. Our school safety plan will be translated into Spanish and parents will be encouraged to reach the school administrative offices under any circumstance.
- D. N/A
- E. We will upload information in Spanish regarding the right of parents to written translations and oral interpretation services.



## 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:	\$ 0	\$ 196,690	\$ 196,690
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 0	\$ 1,967	\$ 1,967
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 0	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 0	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 76.2%
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.  
**Redeploy teachers so they are teaching in their correct license area.**

\* 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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.
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:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

## 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			✓	\$ 0	N/A	N/A
Title I, Part A (ARRA)	Federal	✓			\$ 194,723	✓	Add Page #
Title II, Part A	Federal			✓	\$ 0	N/A	N/A
Title III, Part A	Federal	✓			\$ 0	N/A	N/A
Title IV	Federal			✓	N/A	N/A	N/A
IDEA	Federal	✓			\$ 0	N/A	N/A
Tax Levy	Local	✓			\$ 1,535,787	✓	Add Page #

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**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.

**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:** None **SURR<sup>3</sup> Phase/Group (If applicable):** None

### **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.
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.

### **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.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality 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.

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School Under Registration Review (SURR)

**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.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/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.)
2. Please describe the services you are planning to provide to the STH population.

### **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>	Columbia Secondary School					
<b>District:</b>	5	<b>DBN:</b>	05M362	<b>School</b>		310500011362

**DEMOGRAPHICS**

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

<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		96.6	97.5	96.4
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		96.8	98.4	98.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	96	97	96	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	96	96	94		60.0	54.2	42.7
Grade 8	0	95	95				
Grade 9	0	0	100	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		0	3	1
Grade 12	0	0	0				
Ungraded	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Total	192	288	385	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	0	0

<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	0	0	0	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	2	Superintendent Suspensions	0	0	1
Number all others	2	0	2				

*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	0	0	0
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	6	8	11
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	1	2	2
# receiving ESL services only	0	0	TBD				
# ELLs with IEPs	0	0	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	0	0	0

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	0.0	0.0	0.0
				% more than 5 years teaching anywhere	16.7	12.5	18.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	50.0	63.0	81.8
American Indian or Alaska Native	1.0	0.7	0.8	% core classes taught by "highly qualified" teachers	87.5	100.0	78.7
Black or African American	16.7	20.1	17.1				
Hispanic or Latino	50.5	43.4	46.8				
Asian or Native Hawaiian/Other Pacific	6.8	6.9	10.1				
White	23.4	26.4	21.3				
Male	50.0	47.9	47.0				
Female	50.0	52.1	53.0				

#### 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

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

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	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:	v	ELA:
Math:	v	Math:
Science:		Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	v	v					
Multiracial	-	-					
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>					

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	22.9	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	6.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	13.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	3.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

<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)

**Columbia Secondary School for Math, Science & Engineering**  
**Parent Involvement Policy- Parent School Compact**

**Section I: Title I Parent Involvement Policy**

**Columbia Secondary School** will support parents and families of students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
7. Selective tutoring interventions in the home, when the school-based ones are not effective;
8. Parenting seminars where parents, mediated by Teachers College experts, share strategies for supporting children academically;
9. Parent-faculty potluck dinners to facilitate bonding and provide informal opportunities for parent-faculty engagement.

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

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

- \* engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- \* support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and the CSS Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- \* maintain a bilingual Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- \* Parent Teaching Fellows who teach or co-teach in the electives, afterschool programs, PE, Creative Arts, Saturday Academy programs;
- \* provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- \* translate all critical school documents and provide interpretation during meetings and events as needed;
- \* taking advantage of webpage and email communication venues;
- \* providing all families with a CSS email address and laptops (thus reducing the digital divide issue;
- \* taking full advantage of electronic calendaring that will allow parents to sign-up from home;

***Columbia Secondary School*** will further encourage school-level parental involvement by:

- \* holding quarterly Parent Curriculum Conference;
- \* hosting educational family events/activities during Open School Week and throughout the school year;
- \* encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- \* encouraging more parents to become trained school volunteers;
- \* providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- \* developing and distributing a school newsletter and web publication designed to keep parents informed about school activities and student progress.

## **Section II: School-Parent Compact**

**Columbia Secondary School** is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families.

**Columbia Secondary School** staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

### **School Responsibilities:**

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

- \* using academic learning time efficiently;
- \* Conducting monthly grade level workshops to discuss upcoming curriculum;
- \* implementing a curriculum aligned to State Standards;
- \* offering high quality instruction in all content areas; and

#### **Support home-school relationships and improve communication by:**

- \* conducting parent-teacher conferences each quarter during which the individual child's achievement will be discussed as well as how this Compact is related;
- \* convening a Parent Annual Meeting (prior to December 1<sup>st</sup> of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- \* arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- \* providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- \* providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and

#### **Provide parents reasonable access to staff by:**

- \* Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.

- \* notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- \* arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and

**Provide general support to parents by:**

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

- \* assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities;

- \* sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;

**Parent/Guardian Responsibilities:**

- \* monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

- \* ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;

- \* check and assist my child in completing homework tasks, when necessary;

- \* read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes)

- \* encourage my child to follow school rules and regulations and discuss this Compact with my child;

- \* volunteer in my child's school or assist from my home as time permits;

**Student Responsibilities:**

- \* attend school regularly and arrive on time;

- \* complete my homework and submit all assignments on time;

- \* follow the school rules and be responsible for my actions;

- \* show respect for myself, other people and property;

- \* try to resolve disagreements or conflicts peacefully.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

*A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.*

**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 411</b>	District <b>05</b>	School Number <b>362</b>	School Name <b>Columbia Secondary</b>
Principal <b>Dr. Gary Biester</b>		Assistant Principal <b>n/a</b>	
Coach <b>n/a</b>		Coach <b>n/a</b>	
Teacher/Subject Area <b>Dave Hartman/ELA</b>		Guidance Counselor <b>Vivian Corso</b>	
Teacher/Subject Area <b>Sandra Kaplan/Spanish</b>		Parent <b>Maria Herrera</b>	
Teacher/Subject Area <b>Christin Putnam/Social Studies</b>		Parent Coordinator <b>n/a</b>	
Related Service Provider <b>n/a</b>		Other <b>n/a</b>	
Network Leader <b>Emily Sharrock</b>		Other <b>n/a</b>	

### 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>0</b>	Number of Certified Bilingual Teachers	<b>4</b>	Number of Certified NLA/Foreign Language Teachers	<b>4</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</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>380</b>	Total Number of ELLs	<b>1</b>	ELLs as Share of Total Student Population (%)	<b>0.26%</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.

1. When a new student begins school at Columbia Secondary School, we check to see if they are already in the DOE system and that an HLIS has been administered, to determine if the student is eligible for ELL services. If a student is from outside the DOE system, we administer the Home Language Survey (HLIS). We administer this test in their native language by utilizing DOE personnel, either on staff or through the translator service. Based on the HLIS results, if it is determined that the student is qualified to take the LAB-R test, then we administer the LAB-R within ten days, in both English and Spanish for native Spanish speakers, and in English only for all other native language speakers. We administer the NYSESLAT in late April or early May. The tests are administered by a certified teacher. For tests in Spanish, the certified Spanish teacher administers the test.

2. CSS has protocols in place to ensure that parents understand all three program choices for ELL qualified students, including the Traditional Bilingual, Dual Language, or Freestanding ESL program choices. If the results of the LAB-R demonstrate that the student qualifies for ELL services, then the parents are notified by CSS and a meeting is set up at a mutually convenient time, as soon as possible. At the meeting, the LAB-R test results are explained, and the parents are shown the Program Selection Video.

3. As part of this meeting, after parents watch the Program Selection Video, the parents are given a program selection form and parent surveys. We ask the parents to complete the forms at the meeting, or to return them as soon as possible, within the week, to CSS. Based on the parents choice, students are placed in one of the programs: Traditional Bilingual, Dual Language, or Freestanding ESL. If a form is not returned, students are placed in the default program choice of Transitional Bilingual Education, pursuant to CR Part 154.

4. Parents are given the required form to complete. Upon completion, CSS determines which program to place the student in as stated by the parents' choice. CSS communicates with parents in their native language, utilizing CSS faculty for Spanish and the DOE translating service for other native languages as needed. CSS provides translations of the letter communications with parents, as well as at meetings.

5. So far at CSS, we have only had one student who qualifies for ESL services. He has taken the NYSESLAT and is an advanced english speaker. He receives free-standing ESL services.

6. Yes. CSS will continue to work with parents to build alignment between program choice and program offerings. As the CSS population of ESL students grows, we will continue to work with parents to meet the needs of ESL students.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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>														
Self-Contained								1						1
Push-In														0
<b>Total</b>	0	0	0	0	0	0	0	1	0	0	0	0	0	1

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	1	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	1									1
<b>Total</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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	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>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														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
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</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. a. CSS uses an organizational model of a Pull-out program.  
 b. CSS uses a Heterogeneous program model, of mixed proficiency levels. Currently only one student at CSS uses ESL services, but as the program grows, this is the model that will be used.
2. CSS staff works together to ensure that the appropriate amount of instructional time is provided to each ESL student. Each ESL student is assigned a weekly schedule to meet the minutes assigned, using a combination of one period of ESL and one period of enriched English instruction, and the team meeting time is used to check in to ensure that the program requirements are being fulfilled for each student. Teachers sign off on the student schedules to confirm that schedule.
  - a. As required for students who qualify as an advanced English speaker, 180 minutes of time is allotted.
3. The instructional language used in the content areas is English. For the ESL instruction, the instruction is offered in both the native language as well as in English.
4. a. The CSS instructional plan to meet the needs for Students with Interrupted Formal Education is designed to meet the individual needs of our ELL students who have had interrupted schooling so that they can succeed here at CSS. Teachers work with the parents to develop a plan to bring the student up to grade level and able to complete our accelerated curriculum. When students will be away, CSS works with the students and families to provide the work in advance, so that students will not fall behind if they miss any time from school.  
 b. Teachers apply different ESL strategies, including differentiated instruction and scaffolding, in order to meet the needs of their students. Additionally, teachers are trained in QTAL.  
 c. CSS does not currently have any students who are in the category of having received services for 4-6 years. Working with teachers, parents and the students, the ELL team will put together an individualized plan to maximize the learning outcomes for every student, with the goal of improving English language skills on the NYSESLAT and in other forms of assessment to optimize school performance and learning.  
 d. CSS does not currently have any ELLs who are in the category of having received services for 6+ years. As above, CSS will work with teachers, the parents and the student, to put together a plan with both long-term goals to pass the NYSESLAT as well as short-term goals to improve English language skills, to optimize student performance and learning outcomes.  
 e. CSS does not currently have any ELL students with special needs. The CSS ELL team will work closely with the school guidance counselor, as well as the classroom teachers and the special education team in order to develop an individualized action plan for each

student. This plan is designed to optimize school performance and learning outcomes for each student.

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

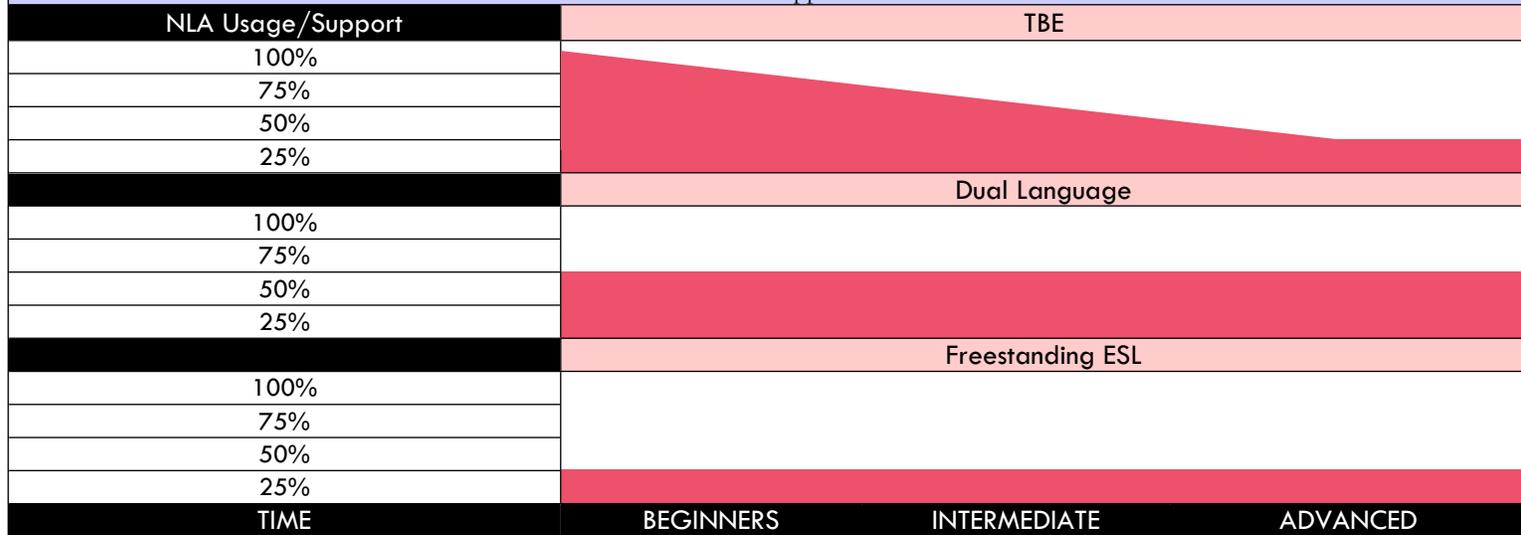
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

**Native Language Arts and Native Language Support**

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



## 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. Teachers use a variety of ELL teaching strategies, including differentiation and scaffolding, in order to provide targeted intervention programs in other content areas. The ESL teacher advises content teachers on best teaching practices for targeted intervention for ELL students at CSS.

6. CSS does not currently have any students who require continuing transitional support. The CSS ELL team will work closely with the classroom teachers in order to ensure that each such student is performing to the best of their ability in the classroom. The ELL team will evaluate the needs of each student, and provide any supplementary or transitional services in order to ensure the success and learning outcomes for each CSS student. For example, students receiving transitional services may be selected to participate in the Academic Support Program, or in After-School tutoring, in order to transition these students from ELL support into the general education system.

7. CSS is planning to hire a teacher with ESL certification, and will also send teachers to QTAL training.

8. None.

9. ELLs are afforded the same learning opportunities as all CSS students. Laptops are available after school in order to facilitate instruction. Additionally, ELL students have access to Academic Support Programs offered in math, science and ELA to support the core content areas. Finally, ELL students have access to After School Tutoring with one-on-one tutoring.

10. ELLs are supported with a diverse range of instructional material, including instructional materials in their native language. Additionally, ELL students have access to our Rosetta Stone computer laboratory, as well as to laptops to access online learning through instructional websites.

11. Students are provided with dictionaries and glossaries, as well as with translation devices such as google translator and other online translators. Some books are also published in multiple languages.

12. Yes.

13. ELL students participate in Bridge to School Activities, which acts as an orientation to CSS. Orientation materials are provided in English and Spanish, and translation services are provided for other native language speakers as needed.

14. CSS offers a mandatory Spanish Regents 7-year program.

## 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)?

N/A

### 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.

1. Teachers will be certified in QTAL. CSS is seeking a teacher with ELL certification.
2. Teachers are trained in best teaching practices to facilitate student transition to middle school and also to high school. Training includes understanding the needs of students and parents who are non native English speakers.
3. The CFN 411 network representative Umit Serin will be providing a professional development to CSS teaching faculty in ELL instructional strategies, including differentiation, scaffolding and using data to drive instruction. Teachers will also utilize the ARIS online professional development program available through the DOE website.

### 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. Parents are very involved at CSS, engaging in a wide variety of roles on the School Leadership Team, as well as through the Parent Teacher Association. Parents are an active presence in the CSS school community, including the parents of ELLs. The PTA has an active committee to ensure the rights of non native English speaking parents.
2. CSS partners with PS 125, the trilingual Ralph Bunche School, as well as with Columbia University and Columbia Teacher's College, to provide workshops, information sessions, and teacher training for CSS teachers, parents and students.
3. CSS evaluates the needs of its parents by surveying them as well as meeting with parents through the PTA and committee meetings.
4. CSS provides bilingual simultaneous translation as needed, to the greatest extent possible.

## 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)														0
Intermediate(I)														0
Advanced (A)								1						1
Total	0	0	0	0	0	0	0	1	0	0	0	0	0	1

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

	I													
	A							1						
	P													
READING/ WRITING	B													
	I													
	A							1						
	P													

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

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				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

1. CSS uses a range of diagnostic as well as instructional testing, including periodic assessments, acuity, and teacher made tests, in order to assess the ELL students at CSS to inform and improve their instructional program.
2. There is insufficient data to reveal data patterns at this time; only one CSS students receives ELL services.
3. CSS will monitor patterns and results from NYSESLAT in order to improve its instructional program.
4.
  - a. The only ELL student at CSS receives Freestanding ELL instruction. Our CSS student performs well on Math and other content tests given in English; his ELA skills need to be improved in English.
  - b. School leadership and faculty use the results of ELL periodic assessments to guide instruction and improve student outcomes.
  - c. The data pool is too small to draw definitive conclusions at this time.
5. n/a
6. CSS has a goal to improve the ELA results for our ELL student from a 2 to a 3 or a 4; his math score is already a 4. He is also planning to take the NYSESLAT again this year and hopes to demonstrate improvement.

Paste response to questions 1-6 here

### Additional Information

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

CSS has one student who qualifies for ELL services, who has scored as an Advanced English speaker on the NYSESLAT.

## Part VI: LAP Assurances

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		