



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : THE COBBLE HILL SCHOOL OF AMERICAN STUDIES

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K519

PRINCIPAL: ANNA MARIA MULE' **EMAIL:** AMULE@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anna Maria Mule´	*Principal	
Jeffrey Slater	*UFT Chapter Leader	
Shawna Barnes	*PA/PTA President or	
	DC 37 Representative, if applicable	
Sapphire Beckford Nathalia Anderson Anika McInnis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Glynnis Cook	Parent	
Karen Thompson	Parent	
Amira Meyerson	Guidance Counselor	
Chloe Pollack	Teacher/Chairperson	
Mayleen Hughes	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability Report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve student achievement through high expectations and rigorous opportunities for all students in Science, Math, Social Studies and ELA so that by August 2012, the passing rate for core subject area courses will increase by 10% as measured in the school scholarship report.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students
- In relation to State In the past five years, there has been an emphasis on changing the school to make it more college oriented. In order to support that change in culture, a number of new programs have been brought into the school such as AVID, College Summit, the Law Program, and four-year College Now. These changes have resulted in a steady increase in statistics over the past five years. Based on the SNAPSHOT provided and the Progress Reports for the past three years, there has been a positive improvement in our data. This can be seen in an improvement in our attendance rate, credit accumulation, Regents passing percentages, and a decrease in our teacher turnover. Based on NCLB, five years ago we were identified Corrective Action for both ELA and Math. Those issues were addressed and we are currently in "Need of Improvement" for ELA and Math. We are currently identified Corrective Action Year 2 /Transformation Model for graduation rate. The transformation team reviewed student grades, promotion rates, state report card, curriculum audit, progress report from the past three years, Quality Review results, school profile, teacher and administrator input, assessments from Network Leader and school community partners, and found the schools primary areas of need are:
 - Increase student achievement in content areas, with a focus on increasing the number of students graduating with an Advanced Regents Diploma and college-ready.
 - Improve teacher use of data to drive instructional goals.
 - Expand teachers understanding of how to provide more meaningful feedback to students in order to motivate and provide them with next steps toward improving learning.
 - To deepen the level of work done by our inquiry teams so that findings are shared and research based strategies are utilized to improve outcomes for all students.

These data sources became the basis for our goals and action plans.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.
- Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices and engage in a cycle of lesson study
- Teachers, Master Teachers, and AP will align student scholarship to the passing rates on Regents exams. Based on this alignment develop a uniform grading policy that promotes this alignment to better support all students.
- Differentiated Professional Development on site conducted by master teachers and with Coaches and Network CFN 112 staff
- All students will engage in Literacy and Math tasks aligned to common core and NYC DOE identified power strands in the common core. Inquiry time will be utilized to identify gaps in knowledge and skills and strategies will be devised to be shared and utilized throughout the school to address deficiencies.
- Math, Science, Social Studies and ELA, with the assistance of master teachers and network and consultant support will implement and refine curriculum maps based on the common core standards.
 - Teachers will use Datacation to give feedback to students and parents on student progress in each course.
 - Teachers of CTT classes for special needs students will be given support by the coordinator of SWD and the Instructional AP.
 - Accelerated classes will be available in 9th and 10th grades to advanced students so they will be eligible for AP English Language and Composition and AP English Literature and Composition, AP World History and AP US History in their junior and senior years.
- Teachers will use Acuity periodic assessments, analysis of student work products, performance based assessment findings, pre- and post assessment data and ACHIEVE 3000 to differentiate lessons based on student strengths and weaknesses
 - The cabinet will utilize the Danielson Framework in evaluating teacher effectiveness, teaching and learning, student support and school climate and culture.
 - Students will be given the opportunity to attend after school and during school prep classes to help them pass regents and make up failed classes.
 - Increased inter-visitation among Humanities/Math and Science staffs both within the building and outside to share best practices.
 - Study groups will be created according to teacher developmental needs as assessed by master teachers and administrators.
- ELL's and SWD's:
 - Teachers of ELLs and SWDs and the AP will align the curriculum to match the ELA standards for general education students. Special Education ELA teacher(s) will be included in all department meetings and professional development sessions.
 - Teachers will work collaboratively with the AP to further develop CTT classes at all levels for special needs students.
 - Teachers will meet periodically to plan and evaluate curriculum.
 - Teachers will use Achieve 3000 and Classroom Inc (9th grade students) to support students in gaining necessary literacy skills
 - Teachers and APs will participate in research based protocol for aligning instruction to student's needs that involves inter-visitations and examining student work for evidence.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Use of Pupil Path as a tool to communicate in a timely fashion with parents and students as to students' progress.

Regular progress reports sent out twice per marking period.

Monthly parent newsletters

Annual Title I meeting

Parent workshops

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We attract highly qualified teachers by going to hiring fairs and using SIG funding to hire 4 Master/Turnaround Teachers

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our Transformation grant includes funding and programs to support increased student achievement and resiliency – these programs include – AVID, Partnership with Children, SLATE (Counseling in Schools), College Summit, Classroom Inc.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget .

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Tax Levy, Title III, SIG funds and Human resources to implement this action plan:

- Curriculum Staff Development: AUSSIE, Counseling in Schools, Teaching Matters, Guided Discipline
- Educational Consultants: College Summit, Partnership With Children, AVID
- Teacher per session (4 days per week)
- Supervisor per session (4 days per week)
- Guidance counselor per session (3 days per week)
- Secretary per session (2 days per week)
- Consumable materials for use during the after school activities
- Consumable materials for use during curriculum planning

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By August 2012 increase the number of students successfully completing the requirements for an Advanced Regents Diploma from Cobble Hill within four years by 10%.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order for students to be considered to be college ready and viable candidates for a 4 year college, they must have taken rigorous high school courses and achieved a 75 on the ELA exam and an 80 on a Math exam. Currently not enough of our students fit into this category. In the 2010-2011 school year only 5 students graduated with an Advanced Regents diploma signifying a great need for us to continue to accelerate, challenge and prepare our students at or above grade level, to achieve at a high level academically.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.
- Offer new courses in math and science, such as Advanced Algebra and Trigonometry, Chemistry, Pre-Calculus, and Physics
- Hire highly qualified staff in math and science departments
- Create curriculum maps and units of study in these subject areas
- Students meet weekly with Guidance Counselors to track and support students in meeting goals; identify barriers; implement necessary steps to address issues.
- Bi-weekly Guidance Meetings will be held to support guidance staff in implementing initiatives
- Guidance Counselors track credit accumulation by marking period and identify those 'at risk' students and schedule PM classes.
- Guidance Counselors develop recovery plans. Set weekly targets and monitor student progress. Improvement plans support students who are not on target to meet their goals.
- Guidance Counselors will use Datacation to give feedback to students and parents on student progress in each course
- Participate in weekly attendance meetings from September – June, to monitor student attendance and cuts and to increase the amount of outreach for students with 3 or more cuts or absences.
- Organize college trips and college related activities from September to June, (College Now, College Fairs, Making it Count Presentations, College Summit, AVID, SAT Prep Classes, Hispanic Scholarship Fund Steps for Success Program) for all grades and parents.

- Assist in enhancing student resiliency and connectedness to the school through after school activities via CBOs' (Leadership Program, Partnership With Children). As well as additional individual clinical counseling, and group counseling through the support of a team of 5 new Social Workers from the Partnership With Children.
- Every marking period identify trends in the cohort and communicate them to the Cabinet so that strategic decisions can be made for class creation, instructional choices, tutoring and prep class availability
- Every marking period the Guidance Counselor manipulates their cohort spreadsheets by dividing it into thirds in order to identify those who are on track, those students who are close to meeting standards and those who are at risk of not meeting requirements by the end of the school year.
- Every marking period Guidance Counselor's conduct meetings with teachers in order to track student progress and to formulate goals that students can fulfill in order to pass the course.
- Monthly Cohort meetings are held with AP's and Guidance Counselors to review and track cohort progress.
 - Share this information to inquiry groups and teachers during common planning time so that they can provide encouragement and differentiated supports to students as well.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Provide parent workshops in the college application process, FAFSA, SAT, strategies to support their children
 Regular, ongoing meetings with parents of Juniors and Seniors
 Organize college fair and college night for parents and students
 Organize trips to colleges for parents and students

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Hire a new guidance counselor for 9th and 10th grade cohort
 Provide for a full time college advisor

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Programs such as College Summit, and AVID paid for through our Transformation grant will support students in increasing their level of achievement and prepare them for success in college.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget
- As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Tax Levy, Title III, SIG funds and Human resources to implement this action plan:

- SAT classes(12 sessions 3 hrs each)
- College Fairs (2), College Summit professional development (bi-monthly), AVID Path training for Teachers
- Teachers per session for developing curriculum maps and units of study for advanced courses of study (AP classes)

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all teachers will have received a minimum of 6 partial period or full period observations that include targeted feedback to improve teachers' capacity to provide rigorous instruction, to use to data to inform instruction, and to establish a culture for learning.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As a designated Transformation School we have been mandated to use the new teacher evaluation system. This initiative will help us provide targeted support and professional development to teachers based on their individual needs.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.
- Participate in Monthly Teacher Effectiveness Training through Central and CFN 112
- Use Danielson tools to facilitate coaching conversations with teachers
- Establish a monthly area of focus in order to focus in on particular competencies and domains leading to improvement in those areas.
- Utilize ARIS learn and Teachscape to gather observation data and then analyze school wide trends
- Provide training to instructional APs and teachers in norming to the rubric
- Teachers will create goals for their professional goals based on the Danielson Framework. Teachers will be able to reassess their goals at interim points throughout the year
- Create a protocol for pre-observation conferences,
- Provide feedback in a timely fashion either in writing or verbally. Consultants and APs will provide support to teachers based on recommendations and teacher goals.
- Engage in mid-year and end of the year conversations with teachers

- In daily common planning sessions, teachers will engage in lesson study twice a week
- Common planning time will be utilized by teachers to develop curriculum, refine units of study and share best practices.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Open House for Parents in the Fall and Spring

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

We will attend hiring fairs, select and train new teachers, provide mentors for new teachers, support the work of Master teachers.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our transformation grant includes pd monies set aside to support all staff in becoming knowledgeable around the Danielson Framework. These programs include work around curriculum mapping, differentiating instruction and supporting classroom management procedures.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget .

As a Title I Schoolwide Program School, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding, Tax Levy, Title III, SIG funds and Human resources to implement this action plan:

- Curriculum mapping teachers per session
- Teachers per session on Danielson Framework (once a month)
- Guided Discipline-Teachers per session on classroom management procedures (weekly)
- Teachers per session on pd around differentiating instruction for student subgroups, including ELLs and SWD's
- Teacher per session for professional development focused on increasing rigor through higher –order questioning

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	141	141	11	7				
10	23	17	49	33				
11	14	77	83	51				
12	10	58	50	8				

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>90 minutes of daily instruction to 9th graders Remedial classes for students who need to pass the ELA Regents Regent Prep classes/After School Daily tutoring/one to one for targeted students in all grades Test prep materials Achieve3000 Classroom Inc</p>
Mathematics	<p>90 minutes of daily instruction to 9th graders Enrichment classes for students who need to pass the Math Regents Regents Prep classes/After-School Daily tutoring/one to one for targeted students in all grades Use of Acuity, Periodic Assessments/Test prep materials/Integrated Algebra</p>
Science	<p>Enrichment classes for students who need to pass the Science Regents Regent Prep classes/After-School Saturday School Daily tutoring/one to one Test prep materials/Science online learning program/ E-Science/Castle Learning</p>
Social Studies	<p>90 minutes of daily instruction to 10th graders Remedial classes for students who need to pass the Social Studies Regents Regent Prep classes/After-School Saturday School Daily tutoring/one to one Use of Kaplan method of instruction/Test prep materials</p>

At-risk Services provided by the Guidance Counselor	Classroom presentations, group counseling and one to one counseling. Also case conferencing
At-risk Services provided by the School Psychologist	Case conferencing, initial referrals and collaborative team reviews
At-risk Services provided by the Social Worker	At Risk group counseling and individual counseling as preventative measures prior to initial referrals
At-risk Health-related Services	SAPIS counselor handles substance abuse prevention via group counseling and individual counseling. We also offer condom availability program. Mental health referrals to Good Shepherd Services and St. Christopher Otille: Center For Family Life. Holistic Adolescent Referrals to the Door

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- 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;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills – this occurs in the Fall during Parent Teacher Conferences
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact (including parent workshops, events for parents, etc);
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Liaison (or a dedicated staff person) to serve as a liaison between the school and families. Our parent liaison 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. The Parent liaison will also maintain a log of events and activities planned for parents each month and file a report with the central office.; Our parent Liaison also works collaboratively to with our PTA to plan parent events, to answer parent questions and address their concerns and to create and distribute a monthly newsletter to parents
- Our CBO, the Leadership Program, conducts parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home; communicating with adolescents and establish rituals and routines at home to support student learning
- 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;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help; Host Family Breakfasts to support students in the college application process (Junior and Senior parents); Host Financial Aid Night; Host Open house for parents in the Fall and Spring

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; such as a Holiday Celebration, an International Night and a Health Fair
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress; Utilizing Pupil Path as an ongoing communication tool with parents to provide parents with grades, homework, email to teachers, transcript and attendance information.
- Utilize the Phone Master to inform parents about important events, notices etc.
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; updating the school website
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand; conducting a Freshman Orientation for parents in the Spring and Summer of every school year.

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related; assigning one guidance counselor to follow their child throughout the students career at our school
- convening an Annual Title I Parent Meeting prior to December 1st 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 or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 15k519 **School Name:** The Cobble Hill School of American Studies

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

ELA ---All students, Black, Economically Disadvantaged
Math---All students, Black, Economically Disadvantaged
Graduation rate---All students

The schools primary areas of need are:

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

2010-2011 Quality Review findings: Though all teachers participate in team meetings at grade and department levels, an inquiry based approach is not utilized to reflect on student progress as aligned to pedagogical practice; Teachers reflect on individuals in their classes with a focus on work habits and social emotional needs. However, a strong connection between instructional practice and student outcomes is not firmly established; Team meetings enable teachers to compare the generic achievement of the students across classes. Nevertheless, supports for students are not targeted as differentiated strategies within classes, but rather as programmatic supports such as zero period tutoring or preparatory courses for students who had failed the Regents examinations or credit recovery limiting opportunities to improve achievement among targeted students in their classrooms; Increase the level of academic rigor in all classrooms to consistently include critical thinking skills and higher order student work products to ensure student engagement; Though the school has aligned instruction to targeted goals, classroom pedagogy does not yet engage students in rigorous tasks which develop higher order thinking skills and problem solving. Ensure that differentiation practices are in place to enable all students to access rich learning experiences that are challenging and meet their defined needs; Differentiation is inconsistent throughout the school with stronger students often being used to support weaker students. Expand teacher analysis of classroom level data to reflect on the needs of student subgroup areas of need; While the school consistently utilizes Periodic assessment and other formative and summative data to analyze student performance, the school has not yet refined this analysis to target subgroup disaggregation and reflection. As a result, students with special needs continue to lag behind general education students.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
- Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices and engage in a cycle of lesson study; Teachers, Master Teachers, and AP will align student scholarship to the passing rates on Regents exams. Based on this alignment develop a uniform grading policy that promotes this alignment to better support all students;
 - Differentiated Professional Development on site conducted by master teachers and with Coaches and Network CFN 112 staff;
 - All students will engage in Literacy and Math tasks aligned to common core and NYC DOE identified power strands in the common core.
 - Inquiry time will be utilized to identify gaps in knowledge and skills and strategies will be devised to be shared and utilized throughout the school to address deficiencies;
 - Double periods of ELA and Math to 9th grade students;
 - Regent prep classes for all students who have failed to pass Regents exams;
 - teachers will meet periodically to plan and evaluate curriculum;
 - teachers will use Achieve 3000 and Classroom Inc (9th grade students) to support students in gaining necessary literacy skills; teachers will use periodic assessments, analysis of student work products, performance based assessment findings, pre- and post assessment data and ACHIEVE 3000 to differentiate lessons based on student strengths and weaknesses;
 - Students will be given the opportunity to attend after school and during school prep classes to help them pass regents and make up failed classes;
 - Math, Science, Social Studies and ELA, with the assistance of master teachers and network and consultant support will implement and refine curriculum maps based on the common core standards; Guidance Counselors track credit accumulation by marking period and identify those 'at risk' students and schedule PM classes, develop recovery plans and set weekly targets and monitor student progress. Improvement plans support students who are not on target to meet their goals;
 - Organize college trips and college related activities from September to June, (College Now, College Fairs, Making it Count Presentations, College Summit, AVID, SAT Prep Classes, Hispanic Scholarship Fund Steps for Success Program) for all grades and parents;
 - Organize college trips and college related activities from September to June, (College Now, College Fairs, Making it Count Presentations, College Summit, AVID, SAT Prep Classes, Hispanic Scholarship Fund Steps for Success Program) for all grades and parents. Every marking period identify trends in the cohort and communicate them to the Cabinet so that strategic decisions can be made for class creation, instructional choices, tutoring and prep class availability
 - Every marking period the Guidance Counselor manipulates their cohort spreadsheets by dividing it into thirds in order to identify those who are on track, those students who are close to meeting standards and those who are at risk of not meeting requirements by the end of the school year.
 - Every marking period Guidance Counselor's conduct meetings with teachers in order to track student progress and to formulate goals that students can fulfill in order to pass the course.
 - Monthly Cohort meetings are held with AP's and Guidance Counselors to review and track cohort progress. This information will be distributed to inquiry groups and teachers during common planning time so that they can provide encouragement and differentiated supports to students as well.

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

AP Supervision will engage and supervise teachers in professional development opportunities to build their capacity to use data to identify students' learning needs, and differentiate instruction to improve student success. During these Professional Development sessions student data will be used to revise curriculum to meet the needs of all students in a differentiated setting. Teachers will learn strategies to accelerate student learning and modify student assignments and target instruction to meet their specific learning needs. These professional development opportunities will be conducted during and after school.

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

All new teachers receive a mentor; Master teachers, turnaround teacher and AP Supervision will provide additional support; Professional development sessions provided by AUSSIE, CFN 112, ESR and Teaching Matters consultants will provide additional support to the new teachers as well.

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.

Parents and Guardians are contacted by the school detailing the school's status via letter to the home. The letter is translated in 4 languages in order to fully communicate to the families of our student body.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Kathy Rehfield	District 15	Borough Brooklyn	School Number 519
School Name Cobble Hill School of American Studies			

B. Language Allocation Policy Team Composition [?](#)

Principal Anna Maria Mulé	Assistant Principal Suzane Thomas
Coach Jessica King	Coach NA
ESL Teacher Louise Bauso	Guidance Counselor Mikeline Janvier
Teacher/Subject Area Maysa Jarara/Math	Parent Elvis Manzanares
Teacher/Subject Area Tiffany May/Science	Parent Coordinator Wanda Rodriguez
Related Service Provider Daniella Santangelo	Other Costas Constantinidis, APO
Network Leader Kathy Rehfield	Other Beatriz Rodriguez

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	1
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	668	Total Number of ELLs	50	ELLs as share of total student population (%)	7.49%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

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

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents are always requested to attend an individual intake interview and orientation with our ELL Coordinator, Louise Bauso. In this session she determines the student's former schooling and describes various programs available to ELLs. Parent brochures are disseminated in their native language to enrich their understanding of each available program, and a video describing program options is screened in the native language, if possible. Parents complete the parent selection form at this meeting and the school conforms to the parental choice selections. Parent selection forms are kept on file in the ESL classroom.

Based on the past three years of the parental program choices made on the Parent Survey and Program Selection form, trends show that parents generally opt for the ESL program that is already available at Cobble Hill. Approximately 15% of the parents of children new to the New York City public school system opt for a bilingual program after they have been informed that this program does not exist at Cobble Hill and placing their child in such a program would entail transferring their child to another school. However, they also understand that if enough parents request a program that is not available for their child, it is the school's obligation to create such a program based on their choice. As of this year, we do not have enough parental requests for a bilingual program in any one language to furnish such a program, and we remain solely an ESL school. Should such a program become available, parents expressing this as their first option would be informed by our assistant principal, Suzane Thomas. In the meantime, all ELL parents that either choose the ESL program or opt out of a transfer receive a Placement Letter indicating that their child has been placed in the freestanding ESL program. This program is aligned with parent requests of 85% of our parents.

Once a child is admitted to our ESL program, they receive instruction based on their proficiency score on the LAB-R as per state mandates. In the spring of each school year, all ELLs take the New York State English as a Second Language Achievement Test (the NYSESLAT), which tests the student's proficiency in all of the four language modalities: listening, reading, writing, and speaking (the

speaking subtest is administered individually). Listening and Speaking scores are combined into one proficiency level, as are Reading and Writing. The lower of these two proficiency levels is the student's overall proficiency level. It is the overall proficiency level that determines the student's minutes of ESL services the following school year. If a student does not test out of the ESL program with a score of Proficient on the NYSESLAT, the parents are sent a Continued Entitlement Letter in the native language the following fall. Parents sign the bottom of this letter and they are retained in student portfolios.

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	8
SIFE	13	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	5

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

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	38	11	3	7	2	3	5	0	2	50
Total	38	11	3	7	2	3	5	0	2	50

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	9	3	2	22
Chinese										3	6	1		10
Russian														0
Bengali										1				1
Urdu														0
Arabic										3	6	1	5	15
Haitian										1			1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	16	21	5	8	50								

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified. All explicit ESL instruction is delivered in a departmentalized, free-standing model this year. These groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Intermediate level students and their broad range of ability, we have divided them into low and high intermediate. Low Intermediate level students are grouped with the Beginning Section for two periods a day, and High Intermediate level students are grouped with Advanced students for two periods per day. Beginning level students receive a period of ESL instruction alone.

2. We have one ESL teacher who works with all three proficiency levels. We have grouped our ELLs accordingly:
- Beginning level students meet with the ESL teacher for three consecutive periods. The first period is reserved for English Language Development and use of language software. The second two periods are a literacy block in which they are combined with low intermediate level students. This totals 675 minutes per week. Because our school uses a block schedule, this over-servicing is a necessary intervention.

High Intermediate/Advanced are combined into one group that meets for a double period each day. This totals 450 minutes per week.

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

4. We are able to ensure that ELLs are evaluated in their native language in the following instances:

- Regents exams are provided in the native language when available; otherwise, a translator is brought in for oral translation and grading.
- When school staff is available for translation or interpretation, we make use of this for informal assessments. We are able to accommodate Spanish and Arabic but not Chinese.

5. SUBGROUPS

Plan for SIFE

A. Programming and Scheduling Information

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

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

Plan for Newcomers

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

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

Plan for ELLs receiving service for 4-6 years

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

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

Plan for Long Term ELLs

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

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
 - Encourage their participation in Empower 3000 and extracurricular programs to enrich their language and academic skills.
6. Our ESL teacher has attended a large amount of professional development that has aided her in making grade-level content comprehensible to ELLs. She also modifies content frequently for her students. Some basic strategies that are used in our ESL classroom are:
- Group-based learning to take advantage of the zone of proximal development. Students are grouped flexibly, and homogenous

A. Programming and Scheduling Information

groups are often referred to as “expert groups” and heterogeneous groups as “base groups.” This jigsaw style approach is a large part of the ESL classroom.

- QTEL strategies (Preparing to Read, Engaging with the Text, and Extending Understanding) are a regular part of the literacy block.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)			
100%	Dual Language			
75%	Dual Language			
50%	Dual Language			
25%	Dual Language			
100%	Freestanding ESL			
75%	Freestanding ESL			
50%	Freestanding ESL			
25%	Freestanding ESL			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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- What language electives are offered to ELLs?

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**Beginning****Intermediate****Advanced****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)?

Not Applicable

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**D. Professional Development and Support for School Staff**

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

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

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

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

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

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

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

Workshops taken by our ESL teacher have included:

- Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
- Conversation Partner Training, International Center of New York, September 2008
- Presidential Elections Past and Present, Museum of the City of New York, November 2008
- Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
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- Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
- Exploring Identity: Museum of Modern Art, March 2009
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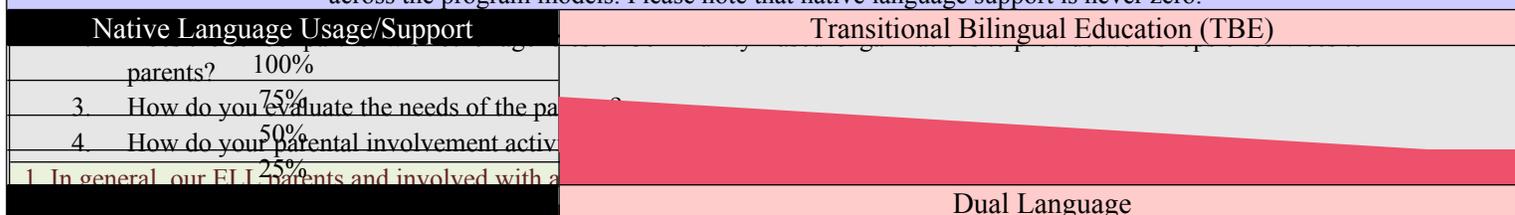
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All pertinent information from these trainings is turn-keyed to content area teachers.

Native Language Usage and Supports

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



E. Parental Involvement

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

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

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

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

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

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

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

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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.

We will have periodic evaluations throughout the course of the year to determine the success of our ESL program by using:

- Acuity Periodic Assessments
- Student/Teacher Conferencing
- Formal Assessments (quizzes, dictations, targeting listening activities, and essay-writing)

Ultimately, NYSESLAT scores will determine the success of our program as students move from one proficiency level to another.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
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3. How is language separated for instruction (time, subject, teacher, theme)?
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Not Applicable

D. Professional Development and Support for School Staff

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

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

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

Workshops taken by our ESL teacher have included:

- Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
- Conversation Partner Training, International Center of New York, September 2008
- Presidential Elections Past and Present, Museum of the City of New York, November 2008
- Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
- BESIS Orientation, December 2008
- World Languages Education for Our Future: Curriculum, Practices, Resources, and Technology, February 2009
- Shakespeare Teaches Teachers, Brooklyn Academy of Music, Spring 2009
- Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
- Exploring Identity: Museum of Modern Art, March 2009
- Seminar on Race and Racism, Cullman Center for Writers and Scholars, New York City Public Library, July 2009
- Seminar on Teaching Mary Shelly's Frankenstein, Cullman Center for Writers and Scholars, New York City Public Library, November 2009
- Facing History and Ourselves Immigration Seminar, July 2010
- Journeys of Nonviolence: Gandhi and Chavez, Ahimsa Center, Cal Poly at Pomona, July-August 2011

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

E. Parental Involvement

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

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

E. Parental Involvement

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

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

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										3	6	0	0	9
Intermediate(I)										7	9	3	7	26
Advanced (A)										6	6	2	1	15
Total	0	0	0	0	0	0	0	0	0	16	21	5	8	50

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
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	9	0	1	0
Integrated Algebra	3	16	0	6
Geometry	0	3	0	3
Algebra 2/Trigonometry	1	0	0	0
Math				
Biology				
Chemistry	1	0	0	0
Earth Science	0	4	0	0
Living Environment	3	12	0	3
Physics				
Global History and Geography	0	11	0	8
US History and Government	0	6	0	1
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

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

I use a combination of teacher-written diagnostics and the Acuity ELL Periodic Assessment to assess my students' literacy skills. Ultimately, we use NYSESLAT proficiency data to program our students. The NYSESLAT data shows that ELLs are making incremental

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.

We will have periodic evaluations throughout the course of the year to determine the success of our ESL program by using:

- Acuity Periodic Assessments
- Student/Teacher Conferencing
- Formal Assessments (quizzes, dictations, targeting listening activities, and essay-writing)

Ultimately, NYSESLAT scores will determine the success of our program as students move from one proficiency level to another.

Part VI: LAP Assurances

School Name: <u>K519 Cobble Hill HS</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Maria Mule	Principal		
Suzane Thomas	Assistant Principal		
	Parent Coordinator		
Louise Bauso	ESL Teacher		
	Parent		
Maysa Jarara/Math	Teacher/Subject Area		
Deborah Fitzgerald/Pre Law	Teacher/Subject Area		
	Coach		
	Coach		
Mikeline Janvier	Guidance Counselor		
	Network Leader		
Daniella Santangelo	Other <u>Speech</u>		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **15K519**

School Name: **The Cobble Hill School of American**

Cluster: **1**

Network: **112**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

All correspondence will be translated in parents' primary languages (Arabic and Spanish), by in-school staff (teachers and guidance counselors). We will also utilize the Translation and Interpretation Unit during Parent teacher conferences and important family meetings.

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

When needed, the school staff, including teachers, family worker, or assistant principal is available to translate in Spanish. Two members of the pedagogical staff are fluent in Arabic.

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

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

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Cobble Hill School	DBN: 15K519
Cluster Leader:	Network Leader: Kathy Rehfield
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K ●1 ●2 ●3 ●4 ●5 ●6 ●7 ●8 ✱9 ✱10 ✱11 ✱12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

[ELA Regents Prep After School Program](#)

Beginning in December 2011, after school and Saturday sessions will be conducted for the 10 students scheduled to take the English Regents in January. A licensed ESL teacher will work with these students during the sessions to familiarize them with and prepare them for the exam. Supplementary material will be bought with Title III funds (class sets of short novels and collections of short stories, etc.).

There will be a total of 12 sessions (1.5 hours after school, 3 hours on Saturdays) totaling 22 hours.

We will repeat this preparation in May and June 2012 for all juniors and seniors who have not yet passed the English Regents (approximately 12 students).

After School Program/Content Area Support

Throughout the school year, our certified ESL teacher and two matriculating TESOL graduate students will assist students as needed during after school hours. These tutoring sessions will offer support with homework, projects, and use of online resources for students who are struggling in their content area classes. Any student who has failed math, science, or history for the 1st marking period of each semester will be required to attend. These sessions will take place on Tuesdays and Wednesdays from 3:00-4:00. This open-ended format will allow students the support they need for credit recovery. Title III funds will be used to purchase informational texts at appropriate reading levels to support students with modified materials (National Geographic, Attanasio and Associates). 36 hours of after school support will be offered as needed throughout the spring semester.

Saturday Academy in Earth Science

The Earth Science Regents exam administered in June 2011 had the lowest passing rate of any exam administered to ELLs (none of the 4 ELLs who took the exam passed). During the spring semester, all 22 ESL students who are taking the Earth Science Regents exam in June 2012 will attend a Saturday Academy with extracurricular support in Earth Science. The class will be lead by our Earth Science instructor, Tiffany May, and ESL support will be provided by either our ESL teacher, Louise Bauso, or a matriculating TESOL graduate student.

The program will be held on ten consecutive Saturdays during the spring semester, beginning on March 24 and excluding the two Saturdays during Spring Break. Session hours will be from 9:30-12:30 each week with .5 hours prep time per session, totaling 35 hours for two teachers. Support materials will be purchased with Title III funds (Access Science)

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

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

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

There will be several Professional Development sessions available to the entire faculty that will help address the needs of ELLs:

Aussie Literacy support will take place a minimum of 3 times a week during common planning for English teachers (11:45-12:30 PM). These trainings will address specific concerns with the literacy needs of ELLs.

October 11 and 18, 2011, 9:00-2:00 Training in Achieve 3000, a literacy software to be used with Advanced and long-term ELLs.

January 24-27, January 30, 2012, 9:00 AM - 3:00 PM Guided Discipline will be used to address the high rate of discipline issues among our ELL population.

February 13, 2012 3:00-4:00 Faculty Meeting on Accommodating ELLs in the Content Area Classroom (L. Bauso, ESL and U. Blaise, History department).

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here:

Parents and students will be invited to attend several during the spring semester. The rationale is to support community development and foster a positive relationship between school and parents. Parents will be notified by our ELL Coordinator.

Parents will also be invited to publishing celebrations during the school day. Refreshments for these events will be paid for with Title III funds.

Parents and students will be invited to attend two performances during the spring semester at Brooklyn Academy of Music that will provide an extension of instruction for students (Poetry Slam will extend a poetry curriculum during March, and a scening of "The Class" will extend instruction of a unit of study entitled "Language and Power." The rationale of these trips is to support the curriculum for ELLs, support community development, and foster a postive relationship between the school and parents. Parents will also be invited to publishing celebrations during the school day. Tickets and refreshments for these events will be paid for with Title III funds.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		