



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : COMMUNITY ACTION SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M258

PRINCIPAL: JOHN CURRY EMAIL: JCURRY2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ESTHER FRIEDMAN

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
	*Principal or Designee	
	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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

To improve effectiveness of teachers' use of rigorous questioning and classroom discussion techniques, to strengthen student engagement and learning.

As measured by the rubric for the Danielson competency areas of Using Questioning and Discussion Techniques and of Engaging Students in Learning, at least 75% of teachers beginning the year at the Developing level in the Danielson rubrics will move to Effective by the end of the year. All teachers beginning the year at Ineffective will move to the Developing level or higher.

Comprehensive needs assessment

The Common Core Learning Standards require that students demonstrate ability to engage in cognitively-challenging reading, writing, speaking and listening. It is the school's responsibility to provide rigorous classroom experiences to build these high-level skills. Through skilled use of questioning and fostering rich classroom discussions, Community Action School teachers can significantly ratchet up student strengths in these skill areas.

Instructional strategies/activities

- **Through formal and informal observations, a baseline score in the two Danielson competencies will be set for all staff.**
- **Ongoing observations will help identify individual staff needs for growth. These needs will be addressed by constructive feedback and subsequent professional development, provided by supervisors, coaches and ARIS learn resources. Collegial support, including collaborative planning conversations and classroom intervisitations, will also be used.**
- **A final observation at the end of the year will be used to assess teachers' performance levels in these two competencies (as well as the other competency areas targeted in the NYCDOE Talent Management Pilot program).**

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

The school attends city-wide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.

Service and program coordination

N/A

Budget and resources alignment

Financial supports will include monies from the DOE central offices to fund a shared Talent Management Pilot coach, Title I professional development monies, per-session fund ARIS Learn resources

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

To improve teacher effectiveness in designing coherent instruction by refining our ELA and mathematics curricula to align with the Common Core Learning Standards. This will include the design of performance-based tasks and a structured, rubrics-based process of analyzing student work.

100% of students will engage in at least one CCLS-aligned performance task in math and ELA.

Comprehensive needs assessment

Only 32.6% of Community Action School students achieved proficiency on the 2011 NYS ELA test. In math, only 58.6% scored at level 3 or 4. Analysis of student work on these tests indicates that the constructive response components of each are where many of our students fall behind. Providing regular experiences with performance tasks will help our students improve achievement in this area.

Instructional strategies/activities

- **ELA and mathematics teachers will meet weekly in departmental teams to plan curriculum. All special education teachers will participate in the meetings.**
- **Mathematics and ELA teachers will meet in whole-department and grade-level teams to create detailed curriculum maps aligned with CCLS**
- **Mathematics and ELA teachers will meet in whole-department and grade-level teams to create rigorous performance-based tasks. These tasks will administered to students, and the resulting work will be evaluated by the team**

Strategies to increase parental involvement

N/A

Strategies for attracting Highly Qualified Teachers (HQT)

The school attends city-wide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.

Service and program coordination

N/A

Budget and resources alignment

Title I professional development monies, per-session funds, ARIS Learn resources

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

Improve parent/guardian engagement in the school to support students' social, emotional and academic growth

The school, working with the Parents Association, will schedule at least five evening workshops on ways to support their children's social, emotional and academic growth. Attendance at the workshops will increase by at least 50% from the previous school year.

At least 80% of students' families will attend both the fall and the spring parent/teacher conferences

Comprehensive needs assessment

The school scored well in the category of parent satisfaction on the 2011 School Environment Survey, with high scores in the areas of academic expectations, communication and safety & respect. However, the school scored weakest in the area of parent engagement, with a score of 7.8.

Additionally, parent attendance at Parents Association meetings and many other family events has been low. This has meant lost opportunities to share information about the school's programs and to provide educational programming about effective parenting and academic support.

Instructional strategies/activities

The principal, the parent coordinator and the SLT will identify learning opportunities that are of particular interest to parents and/or that have potential impact on student learning and personal development. The principal and parent coordinator will identify groups that provide appropriate parent training and arrange for evening events at the school.

Teacher leaders of the school's advisory program, the parent coordinator and the administration will conduct intensive outreach to parents about fall and spring parent/teacher conferences. Advisors will contact families who miss the conference dates to arrange meetings during the following week.

Strategies to increase parental involvement

- **The principal will work together with the parent coordinator and the SLT to identify appropriate resources for family training and organize the calendar of events.**
- **Outreach to families will be conducted through a variety of channels – mailings, personal calls by faculty advisors, email, student backpacks and automated calling service – to build attendance at special events and to keep families informed about the school's academic program.**

Strategies for attracting Highly Qualified Teachers (HQT)

N/A

Service and program coordination

- **The school is a recipient of 21st Century funding. Among the participating vendors is the Project ENACT program, which will provide evening workshops for families on a number of academic and youth development issues.**

Budget and resources alignment

The school's effort to improve parent engagement will be supported by the following programs:

- **21st Century Program – in addition to after-school enrichment programs for students, the grant will support a series of workshops for families**
- **Title I – Title I parent involvement funds will be used to pay for speakers and refreshments for evening events. Title I funds have been used also to purchase an automatic calling program to inform parents about school events, and to purchase paper, printing supplies and postage for communication with parents and guardians.**

ANNUAL GOAL #4 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 #4 Increase the number of students demonstrating proficiency on the NYS ELA exam by 5 - 10 percentage points.
Comprehensive needs assessment Only 32.6% of Community Action School students reached proficiency on the 2011 NYS ELA test. This puts the school behind the city-wide average, and means that many of our students will not be adequately prepared for success in high school at the end of their eighth grade year.
Instructional strategies/activities <ul style="list-style-type: none">● ELA teachers will meet weekly in departmental teams to plan a rigorous, effective curriculum. All special education teachers will participate in the meetings.● Special education teachers will meet as a department and with their ELA teacher partners to develop effective practices for differentiated instruction● The school's intervention teacher will conduct diagnostic testing of students with developing literacy skills. The data will be shared with literacy staff to improve targeting instruction for these students, and will guide the intervention teacher's work.● A Saturday Academy program, running from December through May, will provide supplementary instruction for students with developing literacy skills.● Alignment of resources: Title I professional development monies, per-session funds, ARIS Learn resources
Strategies to increase parental involvement N/A
Strategies for attracting Highly Qualified Teachers (HQT) The school attends city-wide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.

Service and program coordination

N/A

Budget and resources alignment

Title I professional development monies, per-session funds, ARIS Learn resources

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	25	7			4			
7	32	10			4			
8	31	9			4			
9								
10								
11								
12								

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: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Wilson instruction – 180 minutes for sixth grade students provided during and after the school day • Rewards - provided during school day in small groups • Reading fluency development– utilizing Great Leaps and Soliloquy providing during the school day • Reading comprehension – providing in small group settings during the school day, also providing on push-in model in the ELA classroom
Mathematics:	Small group - provided in small group setting three days a week, utilizing a variety of materials aligned to NYS standards
Science:	NA
Social Studies:	NA
At-risk Services Provided by the Guidance Counselor:	The school guidance counselor provides at-risk services to students identified by the school’s Pupil Personnel committee. The guidance counselor also conducts several loss and bereavement groups over the course of the year in collaboration with consultants from Harlem Hospital.
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	NA

**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.

1. MS 258/ Community Action School Parent Involvement Policy

I. General Expectations

MS 258 – The Community Action School agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. MS 258/The Community Action School will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - The school will form a parent policy advisory group, which will consist of the principal, the parent coordinator, and at least two parent and staff representatives. It will be the responsibility of this committee to evaluate the state of parent involvement, using the process described in #5 below, and to suggest changes to the school's parent involvement plan. The proposed revisions will be submitted to the SLT for review, and then the PA for final approval.
2. MS 258/The Community Action School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - Recruit and maintain active participation of parents in the School Leadership Team
 - Recruit two or more members into the review committee described in #5 below
 - Conduct an annual parent survey, described in #5 below
 - Actively solicit parent feedback and suggestions at PA meetings and other parent forums
3. MS 258/The Community Action School will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - The school will use the findings of the parent advisory group survey, described in #5 below, to create an action plan. It will then be the responsibility of the committee to create an action plan for the school's parent involvement program. Primary responsibility for the execution of the plan will fall to the parent coordinator, working the principal and assistant principal. The program will include the following components, among others:
 - Coordination with the District 3 parent involvement office to identify and obtain resources for professional development and technical assistance for staff.
 - Coordinate with the District 3 parent involvement office to identify and obtain educational trainers and speakers to work with our parent body
 - Identification of relevant resources for staff and parents from the local community
4. MS 258/The Community Action School will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs:

Not Applicable

5. MS 258/The Community Action School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The parent policy advisory group, which will consist of the principal, the parent coordinator, and at least two parent and staff representatives will design and conduct the following components of an evaluation program:
 - A survey of the parent body, focusing on the following areas:
 - How parents feel that the school serves, and does not serve, the educational needs of their children
 - Ways that parents would like to be active in the school
 - Factors that make it hard for them to be active in the school
 - Services that parents would like the school to provide for parents
 - activities that they would like to see at PA meetings, and other special meetings and events that they would like the school to conduct
 - An survey of the staff, including the following questions:
 - What were ways that they were successful in communicating with parents
 - Ways in which they were able to use parent contact to improve their children's academic performance
 - Factors that they think limit the effectiveness of their communication with their students' families
 - Suggestions that they have for how the school can improve the quality of parent contact
 - Identification and use of outside resources to assist in assessing and improving the quality of parent involvement
 - Preparation of a report on the committee's findings, to be shared with the staff, the PA, and the SLT
6. MS 258/The Community Action School will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in the following topics:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)

- iv. Effective methods of working with their children on homework, studying, and independent reading.

The parent coordinator will take a leading role in planning the dissemination of a range of print materials that deal with the above matters. These materials will include school-produced publications, as well as ones from the city, state, and non-public institutions. The parent coordinator will also make sure that families know about workshops, conferences, and classes that deal with the above issues and would be of interest to parents. Workshops will also be provided at school-organized events, such as parent/teacher conferences, open school nights, and PA meetings.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by special presentations and trainings held at PA meetings and other public events; the distribution of appropriate written resources at public events, in the school office, and distribution in children's backpacks; and by referrals through the parent coordinator to educational services provided by local community-based organizations.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by workshops provided at faculty meetings and professional development sessions by the school social worker, the parent coordinator, and outside speakers/trainers. An advisory sub-committee of the PA will provide information and suggestions to the staff about effective ways of communicating with families and eliciting their involvement in the school.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by – Not Applicable.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - i. Materials sent home to families will be reviewed by both the principal and the parent coordinator for appropriate format and clarity of language
 - ii. When appropriate, written materials will be translated into the home language of monolingual parents and guardians.

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.

Community Action School School-Parent Compact

The Community Action School/MS 258, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011 - 2012.

School Responsibilities

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's and City's student academic achievement standards.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held on the second Thursday of each month.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide four detailed academic reports at the end of each academic quarter, as well three progress reports between each academic quarter. Two of these quarterly reports will be provided to parents at the November and February parent-teacher conferences; the remaining reports will both be sent home with students and sent directly to the parent by mail.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents by appointment requested to the teacher, either through face-to-face contact, a phone call to the teacher, or by request via the parent coordinator. Consultations may be conducted in person or by phone, depending on parent preference and staff availability. The school will work to arrange necessary consultations in as short of a time as possible.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities by advance arrangement through the principal, assistant principal, or the parent coordinator.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any Schoolwide Program plan in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient

time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

1. Monitoring attendance.
2. Making sure that homework is completed.
3. Monitoring amount of television their children watch.
4. Volunteering in my child's classroom.
5. Participating, as appropriate, in decisions relating to my children's education.
6. Promoting positive use of my child's extracurricular time.
7. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
8. Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities:

We, as students, will contribute to our success in at The Community Action School in the following ways:

1. Attending school regularly and arriving on time;
2. Completing my homework and submitting all assignments on time;
3. Following the school rules and being responsible for my actions;
4. Showing respect for myself, other people and property;
5. Trying to resolve disagreements or conflicts peacefully;
6. Always doing my best to learn.

**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 Yuet Chu	District 03	Borough Manhattan	School Number 258
School Name Community Action School			

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

Principal John Curry	Assistant Principal Andrew Sullivan
Coach Rebecca Osleeb	Coach type here
ESL Teacher Anne Tribbett	Guidance Counselor Caroline Tejada
Teacher/Subject Area	Parent Janet Aviles
Teacher/Subject Area type here	Parent Coordinator Karla Fittipaldi
Related Service Provider type here	Other type here
Network Leader type here	Other type here

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	0
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	248	Total Number of ELLs	16	ELLs as share of total student population (%)	6.45%
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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. 

In our school when come to register and they indicates it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is truly a new admits; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date.

Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.

Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

Students begin to receive appropriate services,

Parent coordinator (PC) is notified. Within two days, the PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents.

At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is inform that the program is not offered at the school that school year. The parent inform of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following the school has the appropriate number of request to open the program they've selected. For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year.

The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is register and a program selection form is received. Parents are

notified that a new admit has registered and whether or not their selection matches theirs. There no names or selection disclose.

□ As soon as the school has enough requests to offer a particular program, parents are notified that will now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' request. We continue to monitor parents' request so we can align the programs offer at our school with parents' choices.

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 checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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 <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	10
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	9

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
TBE										0
Dual Language										0
ESL	2		0	4		3	10		7	16
Total	2	0	0	4	0	3	10	0	7	16

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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	8	3					14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean								1						1
Punjabi														0
Polish														0
Albanian									1					1
Other														0
TOTAL	0	0	0	0	0	0	3	9	4	0	0	0	0	16

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?

Our free standing ESL program is a combination of push-in and pull-out services. An ESL teacher pushes in once a week for 45 minutes during the science, math and social studies period. Students are also pull-out to develop listening and writing skills once a day. All students regardless of their level are serviced at least 360 minutes a week.

ELLs Students who have been in the school system for less than three years, the school will review the results of LAB and NYSESLAT assessments to determine the level of need of the student. Data will also be utilized to determine whether or not the child is exempt from standardized test in English. Results will also be used to evaluate the child's instructional needs and the school's ability to adequately address those needs. If necessary, the school will seek to provide additional hours of ESL instruction for the child. If the child needs more intensive services than the school is able to provide, the school will confer with the ELL's family and the regional office to explore appropriate alternative sites.

Long-term ELLs will receive the appropriate level of ESL services, as determined by the results of their NYSESLAT assessments. The ESL teacher will also work closely with ELA and other teachers as a team to help the child successfully test out of ELL status.

LEP students identified as having special needs Community Action School provides mandated services for students with IEP's in an inclusive environment, utilizing both the SETSS and CTT models. The delivery of proper instruction for this subgroup (ELL's with special needs) demands close coordination of instruction between the ESL and special education staff. Along with ongoing contact with the general education teachers, the ESL teacher has to attend all meetings of the special education staff, and confer regular with the special education teacher(s) working with special needs ELL student(s).

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

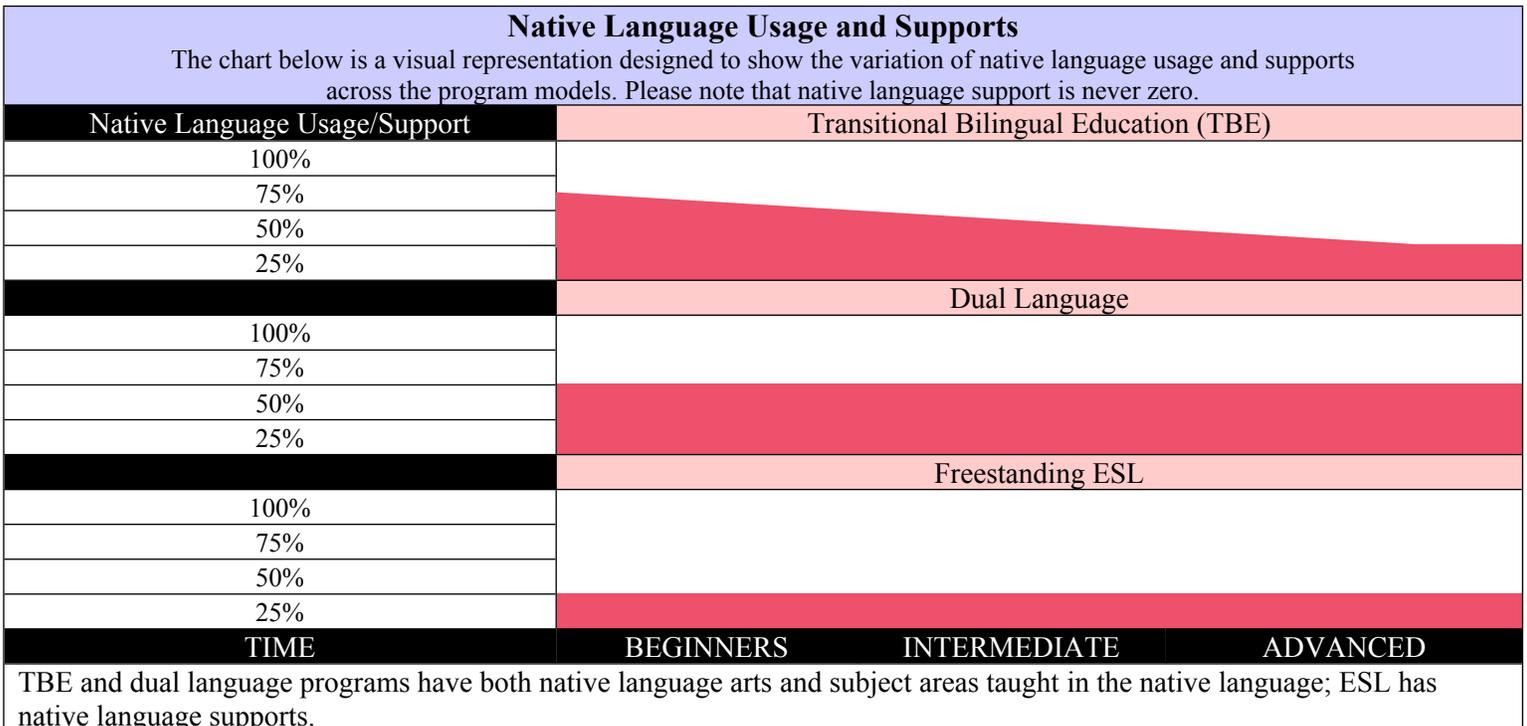
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			

Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program where they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction.

If the child is a Beginner, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs.

Many of our long-term ELLs also qualify for AIS and are students with special needs. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. In addition, developing mastery of the academic language promotes improvement of writing skills.

A large proportion of our long-term ELLs are deficient in the writing modality on the NYSESLAT and ELA. We use an ESL curriculum for upper grades to support the writing in all content areas. The ESL teacher also works with the long-term ELLs to support them in the Balanced Literacy Reading and Writing program. While ESL teachers support the Balanced Literacy block, they also integrate dictionary skill-building, conventions of writing through real-life experiences, group and independent research and other higher-order thinking activities. Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program where they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction.

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Students who have passed the NYSESLAT receive AIS or small group instruction during our morning academy for up to two additional years or longer if needed.

The ESL teachers and the classroom teachers' work together to provide a model that is best for the students. The school provide an ESL teachers create an individualized schedule to ensure that they receive the amount of time they are entitled to for ESL services. They are provided with the appropriate amount of instructional time based on their proficiency level.

Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching using practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc. Teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.

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In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple

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In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple

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?

The Community Action School will reach out to parents of ELL's to make sure that they understand the three ELL program choices. Our outreach efforts will include:

- Parents will be invited to view the multi-lingual video from the NYCBOE "Orientation Video for Parents of English Language Learners" in their native language. The video will followed by a question and answer discussion.
- Parents will be given the handout "Guide for Parents of ELLS" in their native language.
- Parents will make a choice, and will also be informed that they have the option move their children out of our school and into one offering a more comprehensive bilingual program.
- Parents are will be informed about our parents' association meetings and special events. Our bilingual parent coordinator contacts ELL parents about these meetings.
- ELL students' report cards will include a a brief narrative about their child's progress in the class. Parents of ELL children are strongly encouraged to attend parent/teacher conferences, where they have the opportunity to conference with the ESL teacher.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Professional development provided by the ESL teacher is central to the provision of effective instruction for ELL's in all major subject classrooms. The methods used by the school to provide this professional development include:

- Presentations in after-school professional development sessions
- Visits to meetings of the school's mathematics and ELA curriculum teams
- One-on-one consultations with staff who are working with the school's four ELL's

In addition, we'll offered the following professional development throughout this school year:

Building Academic Vocabulary by Robert J. Marzano: (One professional development session per month in January, March, and May)
This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the Building academic Vocabulary curriculum.

Classroom Instruction that Works with English Language Learners by Jane D. Hill and Kathleen M. Flynn: (One professional development session per month during the months of December, February, April, and June) All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

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- One-on-one consultations with staff who are working with the school's four ELL's

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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?

The Community Action School will reach out to parents of ELL's to make sure that they understand the three ELL program choices. Our outreach efforts will include:

- Parents will be invited to view the multi-lingual video from the NYCBOE "Orientation Video for Parents of English Language Learners" in their native language. The video will followed by a question and answer discussion.
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- ELL students' report cards will include a a brief narrative about their child's progress in the class. Parents of ELL children are strongly encouraged to attend parent/teacher conferences, where they have the opportunity to conference with the ESL teacher.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0					0
Intermediate(I)							0	2	2					4
Advanced (A)							3	7	2					12
Total	0	0	0	0	0	0	3	9	4	0	0	0	0	16

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

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

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.

The Community Action School utilizes a variety of assessments to better inform the instruction of ELL students. During the course of the school year, the school will use a number of instruments to assess ELL's instructional needs and progress. These include:

- Administration of the QRI-4, an intensive battery of literacy skills, at the beginning of each school year.
- Regular testing on decoding and reading fluency skills embedded in the Rewards program.
- Oral language evaluations by the ESL teacher.
- Administration and analysis of four periodic writing samples.
- One-on-one conferencing on student reading.
- Online assessments of student independent reading embedded in the Accelerated Reader program.

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.

Paste additional information here

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	1		2						3
7			4		3		1		8
8	1		1		2				4
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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?
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 - How are the English Proficient students (EPs) assessed in the second (target) language?
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- Describe how you evaluate the success of your programs for ELLs.

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- Administration of the QRI-4, an intensive battery of literacy skills, at the beginning of each school year.
- Regular testing on decoding and reading fluency skills embedded in the Rewards program.
- Oral language evaluations by the ESL teacher.
- Administration and analysis of four periodic writing samples.
- One-on-one conferencing on student reading.
- Online assessments of student independent reading embedded in the Accelerated Reader program.
- Twice-yearly administration of the STAR assessment of reading comprehension skills

This information will be used to guide instruction by the ESL teacher in her small group classes. It also will guide the instruction provided in the regular ELA classroom, with the assistance of the ESL teacher and literacy coach.

Results of these assessments will be shared with instructors in all subject areas, as well as in a narrative provided to parents.

The school has one highly-qualified ESL instructor, who is also highly-qualified in 7 – 12 English instruction. She collaborates closely with Sarah Anderson, the school's literacy coach, in planning all aspects of the pull-out and push-in curriculum. They also collaborate to plan

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 03M258 **School Name:** Community Action School

Cluster: _____ **Network:** CFN103

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.

When new students articulate into the school, the parent coordinator and pupil accounting secretary interview the parent and identify which have limited ability to speak and/or read English. This information is used to create a database of families who need translation services. Data is recorded on students' emergency contact cards, as well as on HLIS.

The database will be used to ensure that important written materials are provided for identified parents in their native languages, and that oral translation is available at important events, such as parent/teacher conferences.

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.

Information on which children's families needed translation services were provided to grade instructional teams and to the principal. Parents who need translation services are told, when their child is articulated into the school, that translation services are available when needed. Three staff members were used to provide Spanish translation services as needed. Important written materials were translated into Spanish by the principal and the parent coordinator.

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.

Important letters and other written materials for distribution to parents will be submitted to the parent coordinator for review. When necessary, the parent coordinator or the principal will translate them into Spanish for families identified by the survey. Currently there are no parents who need translation into other languages. If there is a need in the future, the school will identify vendors who can provide translation services.

The parent coordinator makes sure that the school keeps on file official DOE and other agency forms in appropriate languages.

Signs indicating the availability of oral and written translation services are clearly displayed in the school.

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

Oral translation services in Spanish are provided by a team composed by the parent coordinator, the pupil accounting secretary, and the principal, all of whom are fluent Spanish speakers. At least one of these staff members will be available during the school day and during evening events for parents.

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

The school will send a letter home in the native language of parents identified as needing translation services, which informs parents of the translation services that they are entitled to, and who they need to contact to arrange for translation. The letter will be sent home both by mail and children's backpacks, and copies will be available in the school office at all times. A sign in relevant native languages outlined parent's translation rights will be posted on the parent information bulletin board located outside the school office.

