Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : COALITION SCHOOL FOR SOCIAL CHANGE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 0M409

PRINCIPAL: MR. JOHN SULLIVAN EMAIL: JSULLIV3@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

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
John Sullivan	*Principal or Designee	
Peter Cherr	*UFT Chapter Leader or Designee	
Ileana Alvarado	*PA/PTA President or Designated Co-President	
Alita Faircloth	DC 37 Representative, if applicable	
Lai Li Li Laquasia Jackson	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Mike Melendez	Member/	
Angelina Ayala	Member/	
Michael Samuel	Member/	
Joyce Camacho	Member/	
Edna Garcia	Member/	
Michael Samuel	Member/	
	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

Increase student attendance to 80%.

Comprehensive needs assessment

In past years and at the start of the 2011-12 school year the student attendance ran in the range of 75%. We firmly believe that in order for students to be successful in school they need to be in school daily.

Instructional strategies/activities

- Phone messenger class made daily to homes of students that are absent/cut classes
- Office personnel call the homes of students that are absent two days in a row
- At the end of each month a personal letter is sent home to the families of students that have been absent 10% of the total school days
- Advisors/classroom teachers call home
- We publically celebrate the students that have 100% attendance each month

Strategies to increase parental involvement

- Parent coordinator maintains constant contact with families
- PTA is engaged in discussion of ways to engage families and students
- Provide workshops for parents so that they understand the accountability items and include the importance of attendance
- Information translated into Spanish and other native languages as needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Central assigned attendance teacher services Coalition School for Social Change two days a week (Monday and Friday)

Service and program coordination

- Work with SPARK for outreach to students

Budget and resources alignment

- Cass system for id scanning
- Title Iii LEP funding allocated to help maintain two guidance counselors
- Work with CBO, SPARK for outreach to identified students
- Title 1 and SWP funds allocated to purchase incentives for students.

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

Increase the number of students a).in the bottom third and b).with IEPs earning 10 or more credits by 5%.

Comprehensive needs assessment

- Coalition School for Social Change currently outperformed 23.7% of our peer schools in students in the third year earning 10+ credits
- Our students in the lowest third and with IEPs do not always make the 10+ credits

Instructional strategies/activities

- We have increased the number of CTT/ICT classes to better support our students in ELA, Math, and Social Studies
- All CTT/ICT teams have common planning time
- Professional development for the staff on differentiation and creating and using authentic assessments
- Credit recovery classes offered to students Tues, Wed, Thurs, Fri
- Tutoring is available Thursday afternoons from 3:20pm to 4pm
- Many teachers offer tutoring during lunch and before/after school
- Working with the Network to improve curriculum maps
- Working with the Network to strengthen Math instruction
- Working with AUSSIE to strengthen the Science Instruction
- Working with Network to expose staff to variety of techniques to meet the needs of struggling learners
- Each Marking period assessing the student improvement

Strategies to increase parental involvement

- Review with parents at several PTA meetings the credit and regents accumulation system used in High Schools
- Review with all students ARIS so that families can regularly review their child's progress
- Updates sent home on a regular basis via classroom teachers
- Information translated into Spanish and other native languages as needed

Strategies for attracting Highly Qualified Teachers (HQT) • Title I funds used to help teachers get certification needed • Work with the Network HR Liaison to interview highly qualified teachers for open positions
Service and program coordination • Work with Urban Dove program to provide support to students
Budget and resources alignment • ARRA and Fair Student Funding funds have been set aside to provide after-school and weekend classes • Funds have been used to bring AUSSIE in to work with our Science Teachers

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

- Increase the number of students graduating in four years to 60%

Comprehensive needs assessment

- Currently the data shows that Coalition School for Social Change outperformed 9 of our 40 peer schools in 4 year graduation rates
- There is not an urgency among our students or their families to meet the graduation requirements within the four years

Instructional strategies/activities

- Implement a more effective way to monitor the student progress
- Revise the marking period schedule, currently we run three marking periods a semester this shortens the time for students to produce work
- In our Inquiry teams reviewing the data for the students not on track
- Recovery courses offered on Tues, Wed, Thurs, and Fri mornings
- Tutoring offered Thursday Afternoons
- Ongoing transcript review with students after marking periods to keep them abreast of their needs
- Weekly Grade team meetings
- Weekly Inquiry Team Meetings
- Monthly PD meetings
- Monthly Content Team Meetings
- Revised Curriculum Maps to include the CCSS
- Afterschool/Weekend regents review
- Review of course pass grades after each marking period…sharing of best practices to improve pass rates.

Strategies to increase parental involvement

- Review with parents at several PTA meetings the credit and regents accumulation system used in High Schools
- Review ARIS with all students/Families so that they can review their child's progress
- Updates sent home on a regular basis via classroom teachers
- Workshops scheduled for parents on regular basis'
- Individual meetings set with parents
- Information translated into Spanish and other native languages as needed

Strategies for attracting Highly Qualified Teachers (HQT) • Title I funds used to help teachers get certification needed • Work with the Network HR Liaison to interview highly qualified teachers for open positions • Reaching out and making contact with local colleges with education programs
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.
Budget and resources alignment • ARRA and Fair Student Funding funds have been set aside to provide after-school and weekend classes • Title I money set aside to assist teaching in getting highly qualified • Money set-aside to fund support for parent information

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

- By June 2012 Coalition School for Social Change will have curriculum maps in all content areas. All curriculum maps will be aligned to the CCSS.

Comprehensive needs assessment

- As a school we did not have comprehensive curriculum maps.
- As a school we did not have a unified format for curriculum maps
- As a school we needed to implement the CCSS into our work

Instructional strategies/activities

- Professional Development for content lead teachers with the Network Staff
- Professional Development with school admin and coach
- AUSSIE Coach working with Science Department to ramp-up the Science program
- Time allotted for content departments to meet and collaboratively plan
- Curriculum maps completed by 12/16/11
- Maps reviewed and revised throughout the spring 2012 semester

Strategies to increase parental involvement

- Share with parents the curriculum maps so that they understand the work that the students are doing

Strategies for attracting Highly Qualified Teachers (HQT)

- Title I funds used to help teachers get certification needed
- Work with the Network HR Liaison to interview highly qualified teachers for open positions
- Reaching out and making contact with local colleges with education programs

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.

Budget and resources alignment

- Title 1 SWP funds used to fund AUSSIE work
- Fair Student Funding used for College Options PD for guidance department
- Additional Funding used to provide materials and resources for curriculum mapping

ANNUAL GOAL #5 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 #5

- Increase the sense of community and improve the school environment.

Comprehensive needs assessment

- Low response to the School Survey
- High number of incidents
- Lack of respect for school property

Instructional strategies/activities

- Involve student Government in planning and delivering the message to students about expectations.
- Involve Student Government in shared decision making process
- Ongoing communication with the staff
- Consultative meetings with UFT
- Consultative meeting with grade team leaders and content team leaders
- Institute over the course of the year committees for teachers to have an active say in the school: discipline committee, mission and vision committee, school planning committee
- School wide celebrations for holidays and major events
- Very clear rules and expectations for students with follow through from all staff

Strategies to increase parental involvement

- Review upcoming events with parents PTA meetings
- Updates sent home on a regular basis via classroom teachers
- Workshops scheduled for parents on regular basis'
- Recruit parents to serve on committees with the school staff for school-wide celebrations
- Information translated into Spanish and other native languages as needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Title I funds used to help teachers get certification needed
- Work with the Network HR Liaison to interview highly qualified teachers for open positions
- Reaching out and making contact with local colleges with education programs

Service and program coordination • Guest speakers brought in to speak to students on a variety of topics including health and being a productive member of a community
Budget and resources alignment • Money set aside to supplement school wide activities • Time set aside after school for activities such as dances and trips

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	# 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	16	9	N/A	8	20	N/A	N/A	0
10	7	14	N/A	19	15	N/A	N/A	0
11	0	5	N/A	29	12	N/A	N/A	0
12	4	1	N/A	20	5	N/A	N/A	0

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	• Small group instruction • Classes meet Tues, Wed, Thurs, and Fri • Thursday Afternoon Tutoring • In class help for all students
Mathematics	• Small group instruction • Classes meet Tues, Wed, Thurs, and Fri • Thursday Afternoon Tutoring • In class help for all students
Science	• Small group instruction • Classes meet Tues, Wed, Thurs, and Fri • Thursday Afternoon Tutoring • In class help for all students
Social Studies	• Small group instruction • Classes meet Tues, Wed, Thurs, and Fri • Thursday Afternoon Tutoring • In class help for all students
At-risk Services provided by the Guidance Counselor	• Individual counseling • Group counseling • SPARK group for some students • SPARK prevention classes for all students
At-risk Services provided by the School Psychologist	**N/A**
At-risk Services provided by the Social Worker	**N/A**

At-risk Health-related Services	None

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;

- 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;

- 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 Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person 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 Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct 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;

- 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- 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;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- 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;

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;

- 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.

COALITION SCHOOL FOR SOCIAL CHANGE

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I - GENERAL EXPECTATIONS

The Coalition School for Social Change agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

- 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 (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* 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 program(s) in decisions about how the Title I, Part A funds reserved for parental involvement is spent.

- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

  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- Parental Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Coalition School for Social Change will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
   - prepare and distribute all notices regarding this process to parents and guardians of students in English and Spanish
   - actively recruit parents and guardians to participate in this process through telephone outreach and discussion/explanation at Parents Association and other parent meetings

2. The Coalition School for Social Change will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
   - provide multiple venues (i.e. Parent's Association and School Leadership Team meetings, parent conferences) for administration, teachers, parents and students to engage in meaningful discussions about the school's needs
   - disseminate and discuss data available in our School Report Card, Scholarship and other ATS and HSST reports and standardized test data

3. The Coalition School for Social Change will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation 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 Coordinator will conduct activities related to the evaluation of the content and effectiveness of the parent involvement policy. All material will be reviewed with the principal
   - The evaluation will be conducted through analysis of parent surveys and evaluations and data such as attendance at conferences, meetings and workshops

- The Parent Coordinator will recruit parents to participate in activities related to the evaluation of the content and effectiveness of the parent involvement policy. Parents will complete various interest surveys and evaluations of workshops, meetings and other school related activities

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

   - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

     - the State's academic content standards;
     - the State's student academic achievement standards;
     - the State and local academic assessments including alternate assessments;
     - the requirements of Title I, Part A;
     - how to monitor their child's progress; and
     - how to work with educators.

The school will:

- *NOTIFY PARENTS OF IN STATE AND OUT OF STATE - WORKSHOPS, CONFERENCES AND/OR CLASSES;*
- *PROVIDE ANY EQUIPMENT OR OTHER MATERIALS THAT MAY BE NECESSARY TO ENSURE SUCCESS.*

   - 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:

     - providing related workshops and classes for parents in English and Spanish
     - providing information to parents regarding related local, state and out of state workshops, conferences and classes

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

- providing professional development at staff conferences
- utilizing the Parent Coordinator to implement and coordinate parent programs (The Parent Coordinator will attend Regional and city-wide staff development activities.)

- 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 Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

  - the school will utilize the *SchoolMessenger* system to disseminate information to parents and guardians in both English and Spanish
  - all official school correspondence will be distributed via backpack and/or U.S. mail in both English and Spanish
  - office staff will make phone calls to homes

PART III <u>DISCRETIONARY</u> SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Other activities may include:

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;

- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

PART IV ADOPTION

Coalition School for Social Change

2351 1st Avenue
New York, NY 10035
(212) 831-5153
John Sullivan, Principal

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by the Coalition School for Social Change_on 06/24/2010_and will be in effect for the period of the 20010-11 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 7, 2010.

_____

(Signature of Principal)

_____

(Date)

.

Coalition School for Social Change Parent Compact

CSSC Agrees

To: Convene an annual meeting for Title I/SWP issues that informs parents of the Title I/SWP program and their right to be involved.

To: Offer a flexible number of meetings at various times, and if necessary and if funds are available, to provide transportation, or home visits for those parents who cannot attend a regular school meeting.

To: Actively involve parents in planning, reviewing and improving the Title I/SWP activities and the parental involvement policy.

To: Provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To: Provide high quality curriculum and instruction

To: Maintain communication between teachers and parents through:

- Parent teacher conferences
- Child progress reports

The Parent/Guardian Agrees

To: Become involved in developing, implementing, evaluating and revising the school—parent policy

To: Participate in or request assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies

To: Work with children on schoolwork; perform check-ups on homework assignments

To: Monitor student's
* Attendance
* Homework
* Television watching
* Internet Usage

To: Share responsibility for improved instruction and student achievement.

To: Communicate with the child's teachers about educational needs

To: Ask parents and parent groups to provide information to the school on

- Volunteer opportunities
- Classroom observations
- Telephone outreach

the type of training or assistance they would like and/or need to help them be more effective in assisting their children in the educational process professional development activities via the Parent Coordinator if the school determines that it is appropriate

To: Assure that parents participate in

To: Provide students with information and guidance regarding the college application process

To: Provide parent workshops on financial aide and the college application process

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 Pellis	District 4	Borough Manhattan	School Number 409
School Name Coalition School for Social Change			

B. Language Allocation Policy Team Composition ⓘ

Principal John Sullivan	Assistant Principal William Costello
Coach Sara Powers	Coach type here
ESL Teacher Neva Small, Paula Bautista	Guidance Counselor Lori Friedman
Teacher/Subject Area Frederick Black, Spanish, NLA	Parent Ileana Alvarado
Teacher/Subject Area Jose Gallon, SPED	Parent Coordinator Digna Carasco
Related Service Provider Joan Idy, Jena Stil	Other Angelina Ayala
Network Leader Kathy Pellis	Other

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	384	Total Number of ELLs	41	ELLs as share of total student population (%)	10.94%

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.

1Upon admission to the school, students are initially identified as ELLs based on

Step 1. Close examination of the CUME file provided by the D.O.E high school placement office. This file is evaluated by the assistant principal, William Costello, and one of two guidance counselors Lori Friedman and Joan Idy. Next, the newly admitted student is referred to Digna Carrasco, the parent coordinator, and to Neva Small, one of the two licensed the E.S.L teachers, for a family interview to establish a home school partnership.

Step 2. The Home Language Survey is filled out. In cases where this document already exists it is reviewed closely. This review reveals relevant information to the student's future instruction at our school. In cases where the student is continuing his or her education in New York, this survey is found in the CUME file provided by the DOE high school placement office. The CAPS system can be consulted for relevant background information. Access to the CAPS system is provided to selected school administrators, such as the assistant principal William Costello.

Step 3. An informal oral interview focusing on "attentive engagement" with the student and the family members of the student is the targeted goal of this interview. The ESL Teacher, Guidance Counselor, Parent Coordinator take the lead on this outreach to families and students. Whenever possible this interview is conducted in the family's native language by staff and faculty. The oral interview addresses the student's educational background such as which schools he or she has attended and in what state or country these schools are located. The interview also explores the student's school attendance time line, looking for any indication of an interrupted education (making them a SIFE student) or of any evidence of learning delays or learning differences. Whenever possible transcripts from previous educational institutions are evaluated by the guidance counselor and the other members of the school admissions team as named in this policy form. This review determines grade and class placement and looks at the test history of the student to date. The oral interview conversation explores relevant home school partnership issues that impact the student's life at our school.

Step 4. For new admits to the NYC public school system, during initial enrollment at the Coalition School for Social Change, the intake worker discusses home language with the the parent or guardian who then completes the Home Language Identification Survey (HLIS). Whenever possible written material is provided in English and in translation, by contacting the DOE office of Translation Services at http:// schools.nyc.gov/offices/translation.

Within the first 10 days of the student's enrollment in our school, the LAB-R test is administered to determine the eligibility of

the student for ESL services. If the LAB-R test indicates that the student will require English language support services, an entitlement letter is provided to parents to inform them about the child's identification. The three types of ESL programs (Transitional Bilingual, Dual Language and Freestanding ESL) are explained to the parents. A complete dialogue is encouraged in an effort to confirm the parents' understanding of the freestanding ESL program we offer at the Coalition School. Whenever necessary, our Parent Coordinator and bilingual staff members or members of the DOE Translation and Interpretation Unit are available to assist with parent communication and to confirm a full understanding of information. The families should also be directed to the published DOE websites for parents of ELL students, sponsored by the DOE. The child is then enrolled in the appropriate program within ten days. All written material is made available to the family's native language whenever possible.

Step 5. Upon admission to the school, a complete record review of students who have previously attended New York City public schools (articulating, transfer or returning) is conducted to determine eligibility for ELL services. This includes evaluation of Home Language Surveys, LAB and NYSESLAT scores and any other relevant material in a student's cumulative record and/or NYC DOE databases.

The pedagogues who are responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) are Lori Friedman (Guidance Counselor), Joan Idy (Guidance Counselor) Digna Carrasco (Parent Coordinator- English and Spanish), William Costello (Assistant Principal), Neva Small (ESL Teacher), and Frederick Black (Spanish Teacher and Native Language Arts Teacher) Karen Ward (assistant principal of Special Education).The pedagogues responsible for the testing are Neva Small, and Rick Black, Paula Bautista, (ESL Teacher). The languages spoken are English, Spanish, French and Creole. Neva Small holds ESL certification with Special Education certification underway. Paula Bautista hold certification in Math with ESL certification underway. Rick Black holds certification in Spanish. Wesley Touissant is a certified History teacher who is fluent in Haitian Creole.

There are several methods of delivery and return of all relevant communications. The HLIS is usually signed in person at the school by the parent. All other forms are either mailed or hand delivered to parents by their child. There is always teacher follow-up to make sure all pertinent documents are returned in a timely fashion.

Program choice is determined by parent choice and availability. Parent Notification Letters and Parent Surveys are distributed to parents at the beginning of each school year. Coalition offers freestanding and push in ESL programs. As per CR part 154, ELL orientation is provided for parents of incoming students in June, prior to admission and again in September. Parent orientations are conducted by the Parent Coordinator , the Principal and other members of the ELL team, in both English and Spanish. In the event any other languages are required, special translations arrangements are made in an effort to support the home school partnership. If needed, the DOE Unit and web site of the Office of Translation and Interpretation Unit are utilized for this purpose.

In September and October, letters of Discontinuation of services, Continuation of Services, and Entitlement letters and invitations to parent meetings are sent to the homes of currently enrolled students. Follow up is provided by the ESL teacher, counselors and bilingual support staff. For the last five years, all parents have opted for the freestanding ESL program.

In September the ATS RLAT report, is used to identify ELLs. The RMNR NYSESLAT combined modality report is used to analyze all the modalities of the NYSESLAT in order to customize instruction for our ELLs in the areas of speaking and listening, and reading and writing. During the months of April and May the NYSESLAT is administrated to determine continued eligibility for the following year.

The freestanding ESL model, and the push-in method of instruction are the only ones available at the Coalition School for Social Change. This is students we have across the grades as per the DOE recommendations. Therefore, we t e rare instance we cannot support an ELL learner, work with social workers and high school pla tting.

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 ❄

A Description of the Steps Taken to Annually Evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):

In the fall semester the most recent NYSESLAT scores are utilized to determine programming for the ESL students. These scores are assessed by the assistant principal of programming, William Costello and the guidance counselors to determine the placement of each

student based on the NYSESLAT level achieved. The incoming ninth grade students and any new students to our school are also placed in the appropriate educational setting as per testing determinations. In the event an IEP exists, it is examined by the trained placement officers listed in this paragraph, for appropriate class placements. These pedagogues include William Costello, assistant principalof programming, Karen Ward, assistant principal of Special Education, Lori Friedman and Joan Idy, guidance counselors and Neva Small and Paula Bautista, ESL teachers.

In the fall semester the NYSESLAT predictor test is administered as per the DOE schedule by the certified ESL faculty members. It is evaluated and assessed by the literacy coach Sara Powers and the English department in order to support NYSESLAT instruction throughout the content areas.

In the fall semester, other English Language Skill based tests are administered by the English department faculty members to evaluate and plan instruction for mastery of the academic English skills for the both the ESL and general student body.

At the end of the fall semester, "Mock Regents" are administered to give our entire student body, high stakes test taking practice. The ESL students are giving the testing modifications that they are entitled to by DOE and NY State recommendations such as a third reading of the listening passage, a separate classroom setting, extra- time and glossaries (except for the English mock Regents, which does not include the glossary as a testing modification).

In the Spring semester, teaching and learning revolves around NYSESLAT preparation. Specific curriculum materials such as "Getting Ready for the NYSESLAT" dictate the unit aims and the daily instruction. These NYSESLAT workbooks are used by the students and provide a valuable assessment vehicle for the teachers. The teachers continue to include, the the licensed ESL teachers, Neva Small and Paula Bautista, and the licensed Native Language Arts Teacher Rick Black. All of these teachers work closely with Sara Powers, the literacy coach, in delivering instruction tailored to the ESL learner. This instruction is embedded with the skill practice required for progress in academic English especially targeted for the demonstration of proficiency on the NYSESLAT examination. These goals are communicated to the entire faculty and to the students, through regular communication including co-planning time, classroom visits, collaborative meeting times and written communication.

Each grade team is currently conducting ongoing inquiries, with the focus in and around the progress of ESL students based on the data provided by all of the above and the information found in the ARIS system. Whenever possible support is provided to each student on an individual basis in order to strengthen the following modalities as reflected in their NYSESLAT scores: reading, writing, listening and speaking. The grade team inquiry includes a reading assessment, such as the Scantron reading assessment tool and the Bader test. There is regular examination and discussion at the grade team meetings about these results and about each student's progress. Very often the data seems to indicate that the progress of the ESL student in our school is hindered by reading comprehension issues. The tools that are used for evaluation include the information the ARIS system provides which includes test histories, credit accumulation and progress exhibited in each core content subject. Trends are identified and strategies to target instruction for the ESL student across the content areas are explored and introduced into the classroom instruction. Our school wide professional development sessions reinforce best practices in the classroom.

The NYSESLAT predictor test is administered as per the DOE schedule and evaluated and assessed by the English department in order to support NYSESLAT instruction throughout the content areas. In April and May, the official NYSESLAT testing takes place in our school on the district wide schedule.

A Description of the Structures That Are In Place To Ensure That Parents Understand The Program:

The overall process is as follows: at orientation events in September, the beginning of the school year, and in October, during parent teacher night, parents meet the ESL instructors and other administrators who are able to discuss the program choices and the specific ESL curriculum provided by the school. The certified ESL teachers involved in this effort are Neva Small and Paula Bautista. In accordance with the Chancellor's recommendations, the school provides information for parents about program options and ESL placement available in the New York City public schools. This helps to determine the program that best matches their child's needs. All faculty and staff members, including the bilingual members listed in this LAP policy report are available by phone, by appointment for one on one meetings, which can take place, before during or after the school day and by email communication. Email communication uses the school wide system made available to all parents and students teachers and support staff. These methods and actions continue

into the Spring semester as well. If summer school is indicated, William Costello makes the placement at our summer school site. Whenever possible a partnership is arranged for the ESL students by Neva Small, with the non- profit organization "Literacy Partners" for our ESL students to continue their English language study in reading ,writing, speaking and listening.

There is an information video available for viewing which details the program choices available at these meetings. Parents also meet with guidance counselors Lori Friedman and Joan Idy and the Parent Coordinator, Digna Carrusco who serve as additional ongoing support for ELL students throughout the year. Those parents who are unable to attend this meeting are contacted by the ESL teacher and the parent coordinator. Additional meetings and phone conversations take place as needed. Parent and caregivers are also directed to the DOE Office of Family Engagement and Advocacy at http://schools.gov/offices/OFEA.

Our school ensures that entitlement letters are distributed in several languages either by hand to the parents in person or by sending them home with the student. Whenever possible, the U.S. mail is used to send home these communications as well. These letters are stored with other relevant ESL materials in the ESL classroom by Neva Small in the ESL binder.

Parent Survey and Program Selection Forms are done online or via the mail and coordinated by classroom teachers and the Assistant Principal, William Costello. As per the DOE site these forms are available in several languages as well.

For new admits to the NYC public school system, during initial enrollment at the Coalition School for Social Change, the intake worker identifying the home language. Whenever possible this interview is conducted in the native language and in English with the parents. Then the parent or guardian completes the Home Language Identification Survey (HLIS). Within the first 10 days of the student's enrollment in our school, the LAB-R test is administered to determine the eligibility of the student for ESL services. If the LAB-R test indicates that the student will require English language support services, an entitlement letter is provided to parents to inform them about the child's identification. The three types of ESL programs (Transitional Bilingual, Dual Language and Freestanding ESL) are explained to the parents. A complete dialogue is encouraged in an effort to confirm the parents' understanding of the freestanding ESL program we offer at the Coalition School. Whenever necessary, our Parent Coordinator and on-staff translators are available to assist with communication and confirm a full understanding of information and the child is enrolled in the appropriate program within ten days. All written material is available in the family's native language whenever possible.

In addition to the previously described intake process, throughout the academic year, the Parents Coordinator and the ESL teachers are available to parents using several outreach methods of communication. Regular parent teacher meetings, telephone conferences, email, and the school-wide Jupiter Grades online grading system are all ways of conducting outreach and support for parents, teachers and students. All content may be translated using online translation sites and tools

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 ✪	No ❄	If yes, indicate language(s):
Dual language program	Yes ✪	No ❄	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**
Freestanding ESL														
Self-Contained										1	1			**2**
Push-In														**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**1**	**1**	**0**	**0**	**2**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	**Newcomers (ELLs receiving service 0-3 years)**	16	**Special Education**	2
SIFE	6	**ELLs receiving service 4-6 years**	8	**Long-Term (completed 6 years)**	11

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	0	0	0	0	0	0	0	2	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	6	0	8	0	0	11	0	0	35
Total	**16**	**6**	**0**	**8**	**0**	**0**	**11**	**0**	**2**	35
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**

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**
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

Coalition offers a freestanding ESL program as its primary organizational model in heterogeneous student groupings. However, thanks to two dual-certified ESL teachers, we also offer Math with an ESL teacher. The faculty harmoniously accepts targeted pull-out ESL department student-teacher sessions whenever necessary, especially during pre-testing season. Currently, we partner with CUNY School of Education, to provide us with student teachers and learning partners. Due to the range of ages/grades/proficiency levels of students,

A. Programming and Scheduling Information

heterogeneous classes are offered. Students scoring at the Beginning Level will receive 3 units (540 minutes) of ESL instruction weekly. Students scoring at the Intermediate Level will receive 2 units (360) minutes of ESL instruction weekly. Students scoring at the Advanced level will receive one unit (180 minutes) of ESL instruction weekly. Our staffing enables us to ensure that the mandated number of instructional minutes is provided. Instructional minutes are delivered in each program model using a wide array of differentiation strategies and testing modifications as per CR Part 154.

Instruction in the ESL classroom is provided in English. Intermediate level students are scheduled for two periods of ESL instruction daily. In order to maximize opportunities for academic support and credit accumulation, beginning and intermediate students are scheduled for an extended day (with a "zero period" ESL class). Where programming permits, ninth and tenth grade students receive their second period of ESL instruction through a co-teaching model in an English Language Arts classroom, where the focus is on the development of reading, writing and speaking skills. Students at the advanced level receive one period of ESL instruction daily. In addition, those students who were serviced at the intermediate level during the 2011-2012 school year are programmed for a Native Language Arts class, taught by a licensed Spanish teacher. The focus in this class is on the strengthening and development of reading, writing, and conventions of grammar in Spanish. Spanish language material serves as a basis for instruction. In addition, ESL students have targeted intervention periods three times per week with certified ESL faculty. Continued ESL program eligibility and proficiency

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%	In order to enable LEP students to speak, read, write and comprehend the English language and meet challenging State academic content
75%	and student academic achievement standards, the curriculum is fully aligned to the SED ESL Learning Standards. In addition, we offer
50%	several periods of intervention instruction throughout the week. These include the Reading Rewards Program. As many of our ESL
25%	students are Long-Term ELLs, the focus of instruc
	Dual Language
100%	individual and group structures. Many genres (i.e. poetry, drama, fiction, non-fiction, biography) are explored in preparation for the ELA
75%	Regents. Reading practice in the various genres is linked to writing practice in the form of essays, book reports, personal reflection, and
50%	practice in the genres. Writing is also linked direc
25%	U.S. History class, we offer the ELLs extra suppo
	Freestanding ESL
100%	A dual-certified teacher who holds Math and ESL certification instructs several math classes daily. LEP students also develop other
75%	essential skills necessary to be successful in content area classrooms. These include vocabulary development, grammar, punctuation,
50%	spelling and deciphering and understanding text. The Interactive Reader Plus series (McDougal Littell, pub.) is utilized as support
25%	material. Listening, speaking, reading, and writing

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.

interconnected. Also, we have introduced a daily support period for targeted academic and native language arts intervention.

ELLs who have recently tested Proficient on the NYSESLAT are given testing modifications such as separate locations and extra time for

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?

A. Programming and Scheduling Information

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?

Our targeted intervention plan for ELL's in ELA classes utilizes the co- teaching model.
The second teacher in the classroom designs and chooses English language support materials meant to differentiate for and accelerate academic English language progress. In the event of a subgroup such as a ELL students who are also SWD's both teachers are aware of the modifications outlined in each student's IEP. These modifications include extra time to complete academic projects and extra time for testing. There is a wide range of intervention services offered in our school. They include daily small group tutoring as part of our intervention programming, lunch and learn sessions, one-on-one tutoring. Thursday afternoons are mandated for related service provider tutoring on a regular weekly schedule. Please also note the presence of the second teacher in the core content classroom as a continuous learning support. In addition, all teachers are available to their students before and after school. In some cases, we use the buddy system as suggested by Lev Vygotsky with peer mentoring and peer help. Most of these academic supports, are offered in English. However, we do have native language support for the academics when necessary.

Due to budget cutbacks, we have eliminated our music, film and dance programs. However, we are in the process of looking for nonprofits to supplement the art programs for our ELL students.

All of our ELL students are exposed to and offered opportunities in all of our learning activities before during and after school. Currently, our students come to the small group tutoring sessions, SAT test preparation sessions and utilize the Beacon afterschool center in our school.
This center provides homework help and athletic programs such as swimming.The Museum of the City of New York has several of our students in an immigrant history–drama program. Big Brother- Big Sister is a program that includes several of our students. Also, several of our students are participants in the Art Club and the Early Stages Theater Trip program.

Thanks to a Speaker Series that takes place in our school, our ELL students are exposed to many outside guest speakers on a variety of health and wellness topics.

We will continue to use the book Scaffolding Language, Scaffolding Learning, by Paula Gibbons as a resource to inform professional development and planning for ELLs (All teachers have been provided with a copy). Content will be infused into regularly scheduled biweekly staff professional development activities throughout the 2011-2012 school year to provide teachers with insights, tools and strategies to increase ELL performance in the content areas . This year's study group will use the text Supporting English Language Learners by Farin A. Houk. The study group will be facilitated by the Literacy Coach and focus on discussion of ESL issues, effective instructional strategies, and best practices. A variety of pedagogical titles dealing with how best to support our struggling ELLs are available in the Literacy Coach library.

Additionally, the ESL teachers confer regularly with content area teachers at regularly scheduled curriculum team meetings. This ongoing dialoge is essential to insure ESL student success in content area classrooms. Finally, the school's literacy coach provides ongoing in- class and planning support for teachers. She assists with scaffolding writing assignments, vocabulary development, and strategies to make text accessible. In addition, the ESL Coordinator has been a part of the Pelles Networks Early Intervention Program, ARRA Grant-funded, at the Exemplary Teaching Lab Sites. She is also a TOPPS scholar participating in the Transformative Literacy track at the School of Education, City College of New York. She has recently become eligible for Special Education certification. Adding a Math teacher to our staff who has ESL certification underway should benefit our ELL's as they prepare for high school graduation and pre- college activities.

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?

Our targeted intervention plan for ELL's in ELA classes utilizes the co- teaching model.
The second teacher in the classroom designs and chooses English language support materials meant to differentiate for and accelerate academic English language progress. In the event of a subgroup such as a ELL students who are also SWD's both teachers are aware of the modifications outlined in each student's IEP. These modifications include extra time to complete academic projects and extra time for testing. There is a wide range of intervention services offered in our school. They include daily small group tutoring as part of our intervention programming, lunch and learn sessions, one-on-one tutoring. Thursday afternoons are mandated for related service provider tutoring on a regular weekly schedule. Please also note the presence of the second teacher in the core content classroom as a continuous learning support. In addition, all teachers are available to their students before and after school. In some cases, we use the buddy system as suggested by Lev Vygotsky with peer mentoring and peer help. Most of these academic supports, are offered in English. However, we do have native language support for the academics when necessary.

Due to budget cutbacks, we have eliminated our music, film and dance programs. However, we are in the process of looking for nonprofits to supplement the art programs for our ELL students.

All of our ELL students are exposed to and offered opportunities in all of our learning activities before during and after school. Currently, our students come to the small group tutoring sessions, SAT test preparation sessions and utilize the Beacon afterschool center in our school.
This center provides homework help and athletic programs such as swimming.The Museum of the City of New York has several of our students in an immigrant history–drama program. Big Brother- Big Sister is a program that includes several of our students. Also, several of our students are participants in the Art Club and the Early Stages Theater Trip program.

Thanks to a Speaker Series that takes place in our school, our ELL students are exposed to many outside guest speakers on a variety of health and wellness topics.

We will continue to use the book Scaffolding Language, Scaffolding Learning, by Paula Gibbons as a resource to inform professional development and planning for ELLs (All teachers have been provided with a copy). Content will be infused into regularly scheduled biweekly staff professional development activities throughout the 2011-2012 school year to provide teachers with insights, tools and strategies to increase ELL performance in the content areas . This year's study group will use the text Supporting English Language Learners by Farin A. Houk. The study group will be facilitated by the Literacy Coach and focus on discussion of ESL issues, effective instructional strategies, and best practices. A variety of pedagogical titles dealing with how best to support our struggling ELLs are available in the Literacy Coach library.

Additionally, the ESL teachers confer regularly with content area teachers at regularly scheduled curriculum team meetings. This ongoing dialoge is essential to insure ESL student success in content area classrooms. Finally, the school's literacy coach provides ongoing in- class and planning support for teachers. She assists with scaffolding writing assignments, vocabulary development, and strategies to make text accessible. In addition, the ESL Coordinator has been a part of the Pelles Networks Early Intervention Program, ARRA Grant-funded, at the Exemplary Teaching Lab Sites. She is also a TOPPS scholar participating in the Transformative Literacy track at the School of Education, City College of New York. She has recently become eligible for Special Education certification. Adding a Math teacher to our staff who has ESL certification underway should benefit our ELL's as they prepare for high school graduation and pre- college activities.

Native language support is offered to all our native Spanish speakers by a certified teacher in a daily class session. However, our Arabic

Courses Taught in Languages Other than English

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

Math:				

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 has been put in place for the entire faculty so as to raise the awareness and capacity for educating ELLs. During the 2011-2012 school year, two professional development sessions per month will be dedicated to the development of literacy strategies in the content areas, with a focus on the development of writing skills and critical thinking. This is an identified area of need for our entire population. Each of these sessions contains a component that addresses techniques and strategies directed toward the particular needs of our special needs populations, which include special education and ELL students. There are many meetings and planning sessions between the ESL faculty and the core content teachers that explore strategies and are designed specifically to support ELL instruction in the content area classrooms. There are weekly targeted student talk grade team meetings which focus on individual students and/or the ELL cohort within the grade. We are researching online sessions for our entire faculty as well. Currently we have Jami Weckstein and Cia Pinkerton communicating with us regarding ELL and SWD issues and holding after school professional development sessions. Neva Small recently completed her Special Education coursework and certification and Paual Bautista is continuing her ESL coursework. One of our Special Education teachers is planning on getting his extension.

Additionally, the licensed Spanish teacher, ESL/ Special Education teacher, ESL/Math teachers, will continue our program of inter-visitations. A schedule to visit successful ESL programs in other schools will be established as well. These teachers will also participate in any appropriate, applicable professional development activities offered through our network and the Department of Education . Debriefing and sharing of experiences will take place during curriculum and/or grade level group meetings and study group sessions.

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?

Our school makes an effort to offer a very strong home -school partnership. We have several PTA meetings a year, offering an agenda specific to parents of ELL issues. Currently we have a dynamic new head of the PTA, who is bilingual and a child of immigrants which will help us to evaluate the needs of our ELL families. This makes our PTA especially attuned to issues of families who are new to New York.

Our parent coordinator maintains regular telephone communication with our ELL families. Also, all families are encouraged to use our online daily attendance, homework and grading system called Jupiter grades.

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

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%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
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.

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?

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?

Our targeted intervention plan for ELL's in ELA classes utilizes the co- teaching model.
The second teacher in the classroom designs and chooses English language support materials meant to differentiate for and accelerate academic English language progress. In the event of a subgroup such as a ELL students who are also SWD's both teachers are aware of the modifications outlined in each student's IEP. These modifications include extra time to complete academic projects and extra time for testing. There is a wide range of intervention services offered in our school. They include daily small group tutoring as part of our intervention programming, lunch and learn sessions, one-on-one tutoring. Thursday afternoons are mandated for related service provider tutoring on a regular weekly schedule. Please also note the presence of the second teacher in the core content classroom as a continuous learning support. In addition, all teachers are available to their students before and after school. In some cases, we use the buddy system as suggested by Lev Vygotsky with peer mentoring and peer help. Most of these academic supports, are offered in English. However, we do have native language support for the academics when necessary.

Due to budget cutbacks, we have eliminated our music, film and dance programs. However, we are in the process of looking for nonprofits to supplement the art programs for our ELL students.

All of our ELL students are exposed to and offered opportunities in all of our learning activities before during and after school. Currently, our students come to the small group tutoring sessions, SAT test preparation sessions and utilize the Beacon afterschool center in our school.
This center provides homework help and athletic programs such as swimming.The Museum of the City of New York has several of our students in an immigrant history–drama program. Big Brother- Big Sister is a program that includes several of our students. Also, several of our students are participants in the Art Club and the Early Stages Theater Trip program.

Thanks to a Speaker Series that takes place in our school, our ELL students are exposed to many outside guest speakers on a variety of health and wellness topics.

We will continue to use the book Scaffolding Language, Scaffolding Learning, by Paula Gibbons as a resource to inform professional development and planning for ELLs (All teachers have been provided with a copy). Content will be infused into regularly scheduled biweekly staff professional development activities throughout the 2011-2012 school year to provide teachers with insights, tools and strategies to increase ELL performance in the content areas . This year's study group will use the text Supporting English Language Learners by Farin A. Houk. The study group will be facilitated by the Literacy Coach and focus on discussion of ESL issues, effective instructional strategies, and best practices. A variety of pedagogical titles dealing with how best to support our struggling ELLs are available in the Literacy Coach library.

Additionally, the ESL teachers confer regularly with content area teachers at regularly scheduled curriculum team meetings. This ongoing dialoge is essential to insure ESL student success in content area classrooms. Finally, the school's literacy coach provides ongoing in- class and planning support for teachers. She assists with scaffolding writing assignments, vocabulary development, and strategies to make text accessible. In addition, the ESL Coordinator has been a part of the Pelles Networks Early Intervention Program, ARRA Grant-funded, at the Exemplary Teaching Lab Sites. She is also a TOPPS scholar participating in the Transformative Literacy track at the School of Education, City College of New York. She has recently become eligible for Special Education certification. Adding a Math teacher to our staff who has ESL certification underway should benefit our ELL's as they prepare for high school graduation and pre- college activities.

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?

Our targeted intervention plan for ELL's in ELA classes utilizes the co- teaching model.
The second teacher in the classroom designs and chooses English language support materials meant to differentiate for and accelerate academic English language progress. In the event of a subgroup such as a ELL students who are also SWD's both teachers are aware of the modifications outlined in each student's IEP. These modifications include extra time to complete academic projects and extra time for testing. There is a wide range of intervention services offered in our school. They include daily small group tutoring as part of our intervention programming, lunch and learn sessions, one-on-one tutoring. Thursday afternoons are mandated for related service provider tutoring on a regular weekly schedule. Please also note the presence of the second teacher in the core content classroom as a continuous learning support. In addition, all teachers are available to their students before and after school. In some cases, we use the buddy system as suggested by Lev Vygotsky with peer mentoring and peer help. Most of these academic supports, are offered in English. However, we do have native language support for the academics when necessary.

Due to budget cutbacks, we have eliminated our music, film and dance programs. However, we are in the process of looking for nonprofits to supplement the art programs for our ELL students.

All of our ELL students are exposed to and offered opportunities in all of our learning activities before during and after school. Currently, our students come to the small group tutoring sessions, SAT test preparation sessions and utilize the Beacon afterschool center in our school.
This center provides homework help and athletic programs such as swimming.The Museum of the City of New York has several of our students in an immigrant history–drama program. Big Brother- Big Sister is a program that includes several of our students. Also, several of our students are participants in the Art Club and the Early Stages Theater Trip program.

Thanks to a Speaker Series that takes place in our school, our ELL students are exposed to many outside guest speakers on a variety of health and wellness topics.

We will continue to use the book Scaffolding Language, Scaffolding Learning, by Paula Gibbons as a resource to inform professional development and planning for ELLs (All teachers have been provided with a copy). Content will be infused into regularly scheduled biweekly staff professional development activities throughout the 2011-2012 school year to provide teachers with insights, tools and strategies to increase ELL performance in the content areas . This year's study group will use the text Supporting English Language Learners by Farin A. Houk. The study group will be facilitated by the Literacy Coach and focus on discussion of ESL issues, effective instructional strategies, and best practices. A variety of pedagogical titles dealing with how best to support our struggling ELLs are available in the Literacy Coach library.

Additionally, the ESL teachers confer regularly with content area teachers at regularly scheduled curriculum team meetings. This ongoing dialoge is essential to insure ESL student success in content area classrooms. Finally, the school's literacy coach provides ongoing in- class and planning support for teachers. She assists with scaffolding writing assignments, vocabulary development, and strategies to make text accessible. In addition, the ESL Coordinator has been a part of the Pelles Networks Early Intervention Program, ARRA Grant-funded, at the Exemplary Teaching Lab Sites. She is also a TOPPS scholar participating in the Transformative Literacy track at the School of Education, City College of New York. She has recently become eligible for Special Education certification. Adding a Math teacher to our staff who has ESL certification underway should benefit our ELL's as they prepare for high school graduation and pre- college activities.

Native language support is offered to all our native Spanish speakers by a certified teacher in a daily class session. However, our Arabic

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 has been put in place for the entire faculty so as to raise the awareness and capacity for educating ELLs. During the 2011-2012 school year, two professional development sessions per month will be dedicated to the development of literacy strategies in the content areas, with a focus on the development of writing skills and critical thinking. This is an identified area of need for our entire population. Each of these sessions contains a component that addresses techniques and strategies directed toward the particular needs of our special needs populations, which include special education and ELL students. There are many meetings and planning sessions between the ESL faculty and the core content teachers that explore strategies and are designed specifically to support ELL instruction in the content area classrooms. There are weekly targeted student talk grade team meetings which focus on individual students and/or the ELL cohort within the grade. We are researching online sessions for our entire faculty as well. Currently we have Jami Weckstein and Cia Pinkerton communicating with us regarding ELL and SWD issues and holding after school professional development sessions. Neva Small recently completed her Special Education coursework and certification and Paual Bautista is continuing her ESL coursework. One of our Special Education teachers is planning on getting his extension.

Additionally, the licensed Spanish teacher, ESL/ Special Education teacher, ESL/Math teachers, will continue our program of inter-visitations. A schedule to visit successful ESL programs in other schools will be established as well. These teachers will also participate in any appropriate, applicable professional development activities offered through our network and the Department of Education . Debriefing and sharing of experiences will take place during curriculum and/or grade level group meetings and study group sessions.

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?

Our school makes an effort to offer a very strong home -school partnership. We have several PTA meetings a year, offering an agenda specific to parents of ELL issues. Currently we have a dynamic new head of the PTA, who is bilingual and a child of immigrants which will help us to evaluate the needs of our ELL families. This makes our PTA especially attuned to issues of families who are new to New York.

Our parent coordinator maintains regular telephone communication with our ELL families. Also, all families are encouraged to use our online daily attendance, homework and grading system called Jupiter grades.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Throughout the year, the DOE provides the ESL department with the NYSESLAT predictor examinations. These predictors are shorter versions of the NYSESLAT, and alternate between different modalities. The results of these NYSESLAT predictors are made available online to the ESL department. The official NYSESLAT exams are administered annually in April and May to all ESL students within the school and any X-coded students as per their IEP.

After reviewing assessment data we know that our ELLs need significant help in reading and English language acquisition.

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 have new members of our PTA including several members who are the parents of ELL students. We are partnering with local Community Based Organizations that address immigrant issues whenever possible. This year we are expanding our ELL college placement counseling with a special focus on college planning for the immigrant student. We have several ELL alumni attending college as part of the SEEK program. They perform outreach to our current applicants.

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)

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
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: m409 **School Name:** Coalition School for Social Change

Cluster: _____ **Network:** CFN 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.

During the initial meeting the ESL teacher/parent coordinator record the langue used by the families. That information is then kept to ensure that the communication are sent to the family in their preffered language.

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.

The primary translaltion need of CSSC is Spanish. We do have a few families that speak Haitian Creole and Arabic.
The ESL teacher personally informs the teachers of each child of their native home language.

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.

The school Parent coordinator, the Spanish teacher and ESL teacher all assist with Spanish Translation.
We have a teacehr on staff that helps with the Haitian Creole translation for families.
For other translations we would have to reachout to the DoE or an outside vendor.

We also utilize online translation tools.

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.

Spanish nad Hatian Translations are done in house.
We use parent volunteers for other languages and the DoE interpretation services as needed.

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.

Parents ae providd with a copy of the Parents Bill of Rites, All information items are posetd in the main office, during and conference the parent is offered an interpreter. The school welcomes and encourages when families utilize another family member or firend to assist with the interpretation.

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: Coalition School for Social C	DBN: 04M409
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Kathy Pelles (CHN 112)
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: during school
Total # of ELLs to be served: 37 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: 5 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 3

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Our after school Title III program will provide literacy, English language acceleration, and content area support to our ELLs. The ELLs are at various proficiency levels, and they include SIFE and long term ELLs. The majority of our ELLs are at intermediate language proficiency levels. Review of student data indicates that all ELLs need additional support in English, US History, Math and Science. The Title III supplemental program will be offered April 27 - June 12, every day, from 3:30 - 5:30. It will be team taught by an ESL and a Social Studies teacher, ESL/English teacher and ESL/ Math teacher. NYSESLAT prep will be offered in April-May. ESL/US History will be offered on Tuesdays, ESL/ English on Wednesdays and ESL/Math on Fridays. On Thursdays, tutorials by ESL and content area teachers will be be collaboratively offered from 4 - 6 PM. The program components will include: ESL and core content area after school classes focused on Regents preparation but also support for overall strenghtening of literacy skills (reading informational texts, essay writing and research projects via exploration of techology). I-pads will be purchased for small group projects in the ESL/ US History class. The Ipads will enable ELL students to explore on line resources and various primary sources, in English and in their native language, in order to extend their learning in a flexible format that allows rapid information access and processg in small groups. they will create presentations and will also use the audio capabilities of the Ipads. In addition, a variety of fiction and non-fiction materials and regents review books will be purchased and used in the after school Title III program. The language of instruction is English, with native language support, as needed.

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: In order to implement a quality Title III instructional program, the five Title III teachers will participate in a Study group series May -June 2012, on May 21, June 4 and June 11. 3:30 - 5:30 PM. The ESL teacher, Neva Small, will facilitate the discussions. The purpose is to develop a deeper understanding of best practices for our students and research case studies in order to provide coherent ELL instruction across content areas. The books studied will include Making Content Comprehensible for English Learners - The SIOP Model, by Echevarria, Vogt and Short, and English Learners Academic

Part C: Professional Development
Literacy and Thinking by Pauline Gibbons.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: In order to support parents of ELLs in the Title III program,we will offer a series of parent workshops for ELL parents to include: college planning meetings and ESL informational sessions. The Parent-Coordinator is bilingual and continually reaches out to our parents to ascertain their needs. She translates or seeks translation for all PTA meetings. Using the theater as a means to help students and parents to improve their understanding and use of the English Language. Monthly meetings (4:30 - 5:30 PM) will be provided to all ELL parents by Neva Smalls, ESL teacher with the following topics: How to support your ELL child in the academic classroom Sept 27, 2011 How to monitor your ELL child's progress using technology and out on-line resources - Oct 27. 2011 Immigrant students and the college process - Nov 8, 2011 Light refreshments will be provided for all parent engagement activities.

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) • Per session		

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.
• Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		