



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** CHRISTOPHER COLUMBUS HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 11X415

**PRINCIPAL:** LISA FUENTES      **EMAIL:** LFUENTES2@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
Lisa Fuentes	*Principal or Designee	
Donald March	*UFT Chapter Leader or Designee	
Angela Henderson	*PA/PTA President or Designated Co-President	
Jovanna Miranda	DC 37 Representative, if applicable	
Zarana Vulevic Fatima Santos Shikera Daley	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Kanika Smith	Member/Teacher (UFT Designee)	
Denise Williams	Member/AP (CSA Designee)	
Diane Gamble	Member/Parent	
	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**

- In order to ensure that we meet the citywide expectations around engaging all students, we are implementing more rigorous attendance outreach and credit accumulation team to assist the increase in graduation rate for Cohort 2012 by 5% (43.9% to 48.9%).

### **Comprehensive needs assessment**

- This need was generated by our 43.9% graduation rate of the Cohort 2011.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) Review initial data on ARIS and HSST for Cohort 2012 to identify target students
  - b) Share data with faculty to inform teacher goal-setting relative to target students' learning needs i.e. use of academic assessments to evaluate student performance
  - c) Review individual report cards (quarterly) and transcripts (each term) to map out initial support plans which include: individual goal-setting for credit accumulation, tutoring, and other supports
  - d) Individual meetings with target students to co-develop goals for credit accumulation
  - e) Review Cohort data every marking period to monitor progress and make mid-course corrections, if needed
  - f) Assign faculty members to those students most at-risk and in need of direct interventions to monitor their progress on a bi-monthly basis such as conferencing and/or progress report meetings
  - g) Provide after-school tutoring (Title III Funds for ELL, SES programs for GE/SpEd)
  - h) Provide opportunities for credit recovery
  - i) Assemblies will be conducted monthly to increase awareness of the necessity of attendance
  - j) Incentives for good attendance will be awarded to motivate attendance
  - k) Attendance outreach staff will make daily phone calls and they will also utilize the phone master for absences and wake-up calls
  - l) The implementation of the Danielson Model of instruction and the infusion of the Common Core Standards into the curriculum will ensure student progress

### **Strategies to increase parental involvement**

- Provide materials and training to help parents work with their children to improve their achievement level i.e. Literacy and technology assistance is offered through workshops and by request.
- Provide information to parents in the form of 'phone blasts' for upcoming events and attendance.
- Provide information to parents through mailings (in various languages).
- A Town Hall meeting was held for parents on Parent-Teacher Night to inform them of safety strategies for their children both in school and around the community, as well as to address other issues that may impact attendance.
- Provide information to parents on how to read and understand a transcript, and strategies they can use to increase their child's success in school.
- Supply parents with the information to receive an ARIS username and password to monitor their child's progress.

- Maintain a staff member to serve as a liaison between the school and families; provide parent workshops including: 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.
- Translate all critical school documents and provide interpretation during meetings and events, as needed.
- Schedule additional parent meetings (with flexible times) to share information about our school's educational program.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- N/A. Due to our closing status, we are excessing staff members each term, as needed.
- Provide ongoing professional development regarding the implementation of Common Core Standards to our existing staff.

**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.*
- A Town Hall Meeting was held for parents on Parent-Teacher Night to inform them of safety strategies for their children both in school and around the community.
- A Title III meeting was held for parents to discuss the progress of their children, which included attendance related issues.
- A speaker from Hunter College facilitated a nutrition workshop for students.
- NYPD Explorer Program

**Budget and resources alignment**

- *Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.*
- Achieve Now Grant supports the Renaissance Program.
- C4E Allocations
- Fair Student Funding
- Title III Funds for ELL
- 21<sup>st</sup> Century Grant

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- To increase the average passing rate for the students in Cohorts 2012 and 2013 who failed the ELA and Algebra Regents exam. By the end of the testing cycle in June 2012, there will be an increase by 5%, from:
 

ELA	54.9%	to	59.9%
Algebra	52.5%	to	57.5%

**Comprehensive needs assessment**

- This need was generated by our June 2011 Scholarship of 54.9% passing the ELA Regents and 52.5% passing the Algebra Regents with a grade of 65% or higher.

**Instructional strategies/activities**

- The implementation of the Danielson Model of instruction and the infusion of the Common Core Standards into the curriculum will ensure student progress
- By incorporating the New Common Core Standards into curriculum and creating tasks for students to achieve, student learning will increase
- After school tutoring through 21<sup>st</sup> Century Grant will be offered
- Students will be assigned supplementary support through the APEX computer program
- Ensure school-wide use of standards-based rubrics for expository writing- e.g., summarizing, comparing and contrasting, thematic essays
- Access and utilize grade level curriculum maps and unit plans following the UbD design, infused with the Common Core Standards, to guide instruction within each department with a focus on increasing writing skills, problem solving skills, as well as differentiation
- Review initial data on ARIS and previous regents data (if applicable) for Cohorts 2012 and 2013 to identify target students
- Share data with department teachers to inform teacher goal-setting relative to target student's learning needs
- Faculty will administer periodic assessments- e.g., Mock Regents to inform instruction to address student's learning needs
- For students taking Regents in January 2012:
  - Mock Regents will be administered in November 2011
- For students taking Regents in June 2012:
  - Mock Regents will be administered in April 2012
- For students taking Regents in August 2012:
  - Mock Regents will be administered in July 2012
- During Faculty Conferences, Common Planning Time, and Chancellor PD Sessions, content area teachers will analyze student results of these assessments- that is, formative assessments, and Mock Regents- to measure progress and identify trends/patterns to inform instructional practices in the classrooms.
- Data will be used to create academic interventions such as tutorials, as well as to differentiate and tier lessons
- School leaders will collect, record, and analyze classroom observational data using Danielson Walkthrough Data Tools with a foci on implementation of targeted literacy, expository writing, and problem-solving strategies
- School leaders and teacher leaders will provide teachers with ongoing training and support to ensure effective implementation of targeted literacy, expository writing, and problem-solving strategies
- Monitor and revise data-informed professional development plan by teacher, grade, department, and school
- Supplementary support will be provided through the APEX computer program

**Strategies to increase parental involvement**

- Schedule parent meetings, with flexible times, for our at-risk population to share information about tutoring opportunities for their child
- Provide parents with a calendar of upcoming assessments for their child for the 2011-2012SY
- Provide translation services during meetings; translate all literature into various languages

**Strategies for attracting Highly Qualified Teachers (HQT)**

- N/A. Due to our closing status, we are excessing staff members each term, as needed
- Provide ongoing professional development regarding the implementation of the Common Core Standards to our existing staff
- Provide an opportunity for subject area teachers to have Common Planning time with their subject area colleagues

**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.
- SES tutoring is available in all subject areas
- After-school tutoring is available in all subject areas
- A Title III meeting was held for parents to discuss the progress of their children

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- C4E Allocations
- Fair Student Funding
- Title I
- Student-Teacher Sorters
- Goal Setting Tools
- HSST
- ARIS Reports
- Formative and Periodic Assessments Item Analysis Reports- e.g. Looking at student work, ACUITY ITA's and Mock Regents
- ATS RCOS/RCGS
- Teacher Conference Notes
- Inquiry Meeting Notes
- Classroom Walkthrough Data Snapshots
- 21<sup>st</sup> Century Grant

### 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**

- To meet the citywide expectations around engaging all students in rigorous tasks to ensure an increase in credit accumulation. By June 2012, the percentage of students of Cohort 2013 earning 10+ credits will increase by 10% (51.8% to 61.8%).

#### **Comprehensive needs assessment**

- During the 2010-2011SY, Cohort 2013 completed one hundred and two project credits collectively. We are looking to increase this goal by 5% for the 2011-2012SY.

#### **Instructional strategies/activities**

- The implementation of the Danielson Model of instruction and the infusion of the Common Core Standards into the curriculum will ensure student progress
- Programs are in place to promote the credit accumulation program as well as offering opportunities for making up classes for physical education; programs are monitored by staff members
- Ensure school-wide use of standards-based rubrics for expository writing- e.g., summarizing, comparing and contrasting, thematic essays
- Access and utilize grade level curriculum maps and unit plans following the UbD design, infused with the Common Core Standards, to guide instruction within each department with a focus on increasing writing skills as well as differentiation
- Review initial data on ARIS and previous regents data (if applicable) for Cohort 2013 to identify target students
- Share data with subject area teachers to inform teacher goal-setting relative to target student's learning needs
- Faculty will administer periodic assessments- e.g., Mock Regents to inform instruction to address student's learning needs
- For students taking Regents in January 2012:  
-Mock Regents will be administered in November 2011
- For students taking Regents in June 2012:  
-Mock Regents will be administered in April 2012
- For students taking Regents in August 2012:  
-Mock Regents will be administered in July 2012
- During Faculty Conferences, Common Planning Time, and Chancellor PD Sessions, content area teachers will analyze student results of these assessments- that is, formative assessments, Mock Regents- to measure progress and identify trends/patterns to inform instructional practices in the classrooms.
- Data will be used to create academic interventions such as tutorials as well as to differentiate lessons
- School leaders will collect, record, and analyze classroom observational data using Danielson Walkthrough Data Tool with a foci on implementation of targeted literacy and expository writing strategies
- School leaders and teacher leaders will provide teachers with ongoing training and support to ensure effective implementation of targeted literacy and expository writing strategies
- Monitor and revise data-informed professional development plan by teacher, grade, department, and school

**Strategies to increase parental involvement**

- Schedule parent meetings, with flexible times, for our at-risk population to share information about tutoring opportunities for their child
- Provide parents with a calendar of upcoming assessments for their child for the 2011-2012SY
- Provide translation services during meetings; translate all literature into various languages

**Strategies for attracting Highly Qualified Teachers (HQT)**

- N/A. Due to our closing status, we are excessing staff members each term, as needed
- Provide ongoing professional development regarding the Common Core Standards to our existing staff
- Provide an opportunity for subject area teachers to have Common Planning time with their subject area colleagues

**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.
- SES tutoring is available in all subject areas
- After-school tutoring is available in all subject areas
- A Title III meeting was held for parents to discuss the progress of their children

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- C4E Allocations
- Fair Student Funding
- Title I
- 21<sup>st</sup> Century Grant
- Student-Teacher Sorters
- Goal Setting Tools
- HSST
- ARIS Reports
- Formative and Periodic Assessments Item Analysis Reports- e.g. Looking at student work, ACUITY ITA's and Mock Regents
- ATS RCOS/RCGS
- Teacher Conference Notes
- Inquiry Meeting Notes
- Classroom Walkthrough Data Snapshots

## 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**

- In order to ensure that we meet the citywide expectations around engaging all students, we are implementing more rigorous attendance outreach to improve the attendance for the Cohort 2012.

### **Comprehensive needs assessment**

- During the 2010-2011SY, the overall attendance for Cohort 2012 was 79.3%. We are looking to increase this goal by 5% for the 2011-2012SY (79.3 to 84.3%).

### **Instructional strategies/activities**

- Faculty within each grade level to set attendance targets
- Analyze student attendance to determine strategies to be implemented
- Update blue cards on an annual basis utilizing the ARIS Parent Link
- Parent outreach and attendance campaign in collaboration with Guidance Counselors
- Collect, record, analyze and document attendance on a daily, weekly, and monthly basis for each student
- Use attendance teachers to track data, monitor progress and make home visits
- Use the automated telephone system to notify parents of absences and cuts
- Grade designated School Aides will generate absence/cut letters and mail home to parents
- Grade designated School Aides will make daily phone calls home for 3<sup>rd</sup> period attendance
- Assemblies will be conducted monthly to increase awareness of the necessity of attendance
- Incentives for good attendance will be awarded to students with attendance of 90% or over

### **Strategies to increase parental involvement**

- Schedule parent meetings, with flexible times, students who have below 85% attendance to discuss strategies to increase their child's attendance
- Provide parents with a calendar of upcoming assessments for their child for the 2011-2012SY
- Provide translation services during meetings; translate all literature into various languages
- A Title III meeting was held for parents to discuss the progress of their children
- A Town Hall Meeting was held for parents on Parent-Teacher Night to inform them of safety strategies for their children both in school and around the community.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- N/A. Due to our closing status, we are excessing staff members each term, as needed
- Provide ongoing professional development regarding the Common Core Standards to our existing staff
- Provide an opportunity for subject area teachers to have Common Planning time with their subject area colleagues

**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.
- SES tutoring is available in all subject areas
- After-school tutoring is available in all subject areas
- NYPD Explorer Program

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- C4E Allocations
- Fair Student Funding
- Title I
- Student-Teacher Sorters
- Goal Setting Tools
- HSST
- ARIS Reports
- Formative and Periodic Assessments Item Analysis Reports- e.g. Looking at student work, ACUITY ITA's and Mock Regents
- ATS RCOS/RCGS
- Teacher Conference Notes
- Inquiry Meeting Notes
- Classroom Walkthrough Data Snapshots

## 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**

- Through frequent cycles of classroom observation and feedback using a rubric that articulates clear expectations for teacher practice, scholarship will increase by 5% (73.86% to 78.86%).

### **Comprehensive needs assessment**

- This need was identified by our overall scholarship of 73.86% for the 2010-2011SY.

### **Instructional strategies/activities**

- The implementation of the Danielson Model of instruction and the infusion of the Common Core Standards into the curriculum will ensure student progress
- Programs are in place to promote the credit accumulation program as well as offering opportunities for making up classes for physical education; programs are monitored by staff members
- Ensure school-wide use of standards-based rubrics for expository writing- e.g., summarizing, comparing and contrasting, thematic essays
- Access and utilize grade level curriculum maps and unit plans following the UbD design, infused with the Common Core Standards, to guide instruction within each department with a focus on increasing writing skills as well as differentiation
- Review initial data on ARIS and previous regents data (if applicable) to identify target students
- Share data with subject area teachers to inform teacher goal-setting relative to student's learning needs
- Faculty will administer periodic assessments- e.g., Mock Regents to inform instruction to address student's learning needs
- For students taking Regents in January 2012:
  - Mock Regents will be administered in November 2011
- For students taking Regents in June 2012:
  - Mock Regents will be administered in April 2012
- For students taking Regents in August 2012:
  - Mock Regents will be administered in July 2012
- During Faculty Conferences, Common Planning Time, and Chancellor PD Sessions, content area teachers will analyze student results of these assessments- Mock Regents- to measure progress and identify trends/patterns to inform instructional practices in the classrooms.
- Data will be used to create academic interventions such as tutorials as well as to differentiate lessons
- School leaders will collect, record, and analyze classroom observational data using Danielson Walkthrough Data Tool with a foci on implementation of targeted literacy and expository writing strategies
- School leaders and teacher leaders will provide teachers with ongoing training and support to ensure effective implementation of targeted literacy and expository writing strategies
- Monitor and revise data-informed professional development plan by teacher, grade, department, and school

**Strategies to increase parental involvement**

- Schedule parent meetings, with flexible times, for our at-risk population to share information about tutoring opportunities for their child
- Provide parents with a calendar of upcoming assessments for their child for the 2011-2012SY
- Provide translation services during meetings; translate all literature into various languages

**Strategies for attracting Highly Qualified Teachers (HQT)**

- N/A. Due to our closing status, we are excessing staff members each term, as needed
- Provide ongoing professional development in the Common Core Standards to our existing staff
- Provide an opportunity for subject area teachers to have Common Planning time with their subject area colleagues

**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.
- SES tutoring is available in all subject areas
- After-school tutoring is available in all subject areas

**Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- C4E Allocations
- Fair Student Funding
- Title I
- Student-Teacher Sorters
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- HSST
- ARIS Reports
- Formative and Periodic Assessments Item Analysis Reports- e.g. Looking at student work, ACUITY ITA's and Mock Regents
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### 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	N/A	N/A	N/A	GLOB/USH	N/A	N/A	N/A	N/A
<b>10</b>	475	353	251	446/235	0	0	7	0
<b>11</b>	197	78	122	139/43	0	0	5	0
<b>12</b>	81	19	56	36/68	0	0	1	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
<p><b>ELA</b></p>	<p>Inside the classroom:</p> <ul style="list-style-type: none"> <li>○ Instructional moves to implement Best Practices such as LASW (Looking at Student Work) in order to indentify gaps in students’ thinking.</li> <li>○ English elective classes with focus on Career and College Readiness aligned to Common Core State Standards.</li> <li>○ Instructional practices such as coherent lesson planning, implementation of Performance Tasks, and unit planning based on weekly walkthrough feedback and ongoing professional development.</li> <li>○ Test sophistication infused into grades 10-12 instruction and based on periodic Acuity data.</li> <li>○ After-school tutoring available through SCAN to support students’ literacy needs.</li> <li>○ Alignment of instruction with Common Core Stare Standards, with a focus on non-fiction, and supported through ongoing weekly professional development.</li> <li>○ Differentiated instruction to meet all students’ needs.</li> <li>○ Cooperative learning environment.</li> <li>○ Modified pacing-guide of curricula for ELL and Special Education students.</li> <li>○ Intensive summer school for students to prepare for the English Regents or who need English credits.</li> </ul>

<p><b>Mathematics</b></p>	<p>Inside the classroom:</p> <ul style="list-style-type: none"> <li>○ Peer tutoring- selected students give additional help to their peers. The tutors get credit for community service from the classroom teachers.</li> <li>○ College Readiness classes</li> <li>○ Differentiated Strategies</li> <li>○ Cooperative learning environment</li> <li>○ Modified pacing-guide of curricula for ELL and Special Education student</li> <li>○ Intensive summer school for students who failed the class or the Regents' Exams.</li> </ul> <p>Outside the classroom:</p> <ul style="list-style-type: none"> <li>○ After-class tutoring program</li> </ul> <p>Outreach:</p> <ul style="list-style-type: none"> <li>○ Every six weeks, a progress report is mailed to every student's parent/guardian.</li> <li>○ Phone calls by each cohort Counselor, teachers, and Aide of each content area are made regularly to inform students' parent or guardian about their attendance, academic and/or behavioral issues.</li> </ul> <p>Teacher Collaboration/Professional Development Meetings</p> <ul style="list-style-type: none"> <li>○ By using the Understanding by Design model, teachers teaching the same courses create performance tasks that are aligned to the Common Core Learning Standards after each unit. An adapted version that is more accessible to the ELL and Special Education students is also created for each task.</li> <li>○ By using the Collaborative Assessment Conference Protocol, teachers meet regularly with samples of students' work to assess gaps in their thinking.</li> </ul> <p>Teacher Supervision:</p> <ul style="list-style-type: none"> <li>○ Regular classroom walkthroughs using the Danielson Framework for Teaching Rubric.</li> <li>○ Supervisor regularly invites teachers to join in the classroom walkthroughs.</li> </ul> <p>Additional materials Test bank: Examgen, website for previous Regents' Examinations</p>
<p><b>Science</b></p>	<p>Writing Center</p> <ul style="list-style-type: none"> <li>○ The Science Department is committed to enforcing literacy in the classroom by integrating writing practices within the curriculum. Struggling students are referred by their teachers for tutoring, as needed.</li> </ul> <p>Data analysis</p> <ul style="list-style-type: none"> <li>○ Twice per month teachers are required to address departmental Regents questions with their students during class time, which are based on the topic being addressed in class</li> </ul>

	<p>that week. After students are given time to answer the questions, teachers and students analyze the questions together, and discuss correct and wrong answers. Teachers collect the questions to assess student understanding of specific topics. These results provide data so that individual teachers can utilize instructional strategies to target students and help them better understand material which they will encounter on the Regents.</p> <p>Outreach</p> <ul style="list-style-type: none"> <li>○ Outreach to students and parents will continue via phone calls and mailings on a regular basis to inform the parents/guardians of the available tutoring sessions and remind them of important dates like Open School Night/Day and Regents Exams.</li> </ul> <p>Counseling</p> <ul style="list-style-type: none"> <li>○ Each grade level has a designated guidance counselor. Any student requiring counseling services are referred to the Assistant Principal and Counselor for academic intervention.</li> </ul>
<p><b>Social Studies</b></p>	<p>Regents Prep</p> <ul style="list-style-type: none"> <li>○ Students are identified and notified they need special services.</li> <li>○ Saturday tutoring is also available for students who need extra help in their academics and regents preparation. Interdisciplinary Classes</li> <li>○ We are also working with the English Department in an effort to support writing across the curriculum. We also offer a few team teaching classes that help support our mainstream students. Special emphasis is being placed on writing, DBQ'S, reading charts and graphs, writing thematic essays and Document Based Essays. Teachers are encouraged to use more technology in the classroom.</li> </ul> <p>Credit Recovery</p> <p>Following a team approach, we are working with the students on an individual basis to help them with credit recovery and preparation for the Regents. We are also in the process of collating several web sites that the student can work independently.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Classroom Observation</p> <ul style="list-style-type: none"> <li>○ To assess if student is on task, focused, to observe behavioral patterns</li> </ul> <p>Program Accommodation</p> <ul style="list-style-type: none"> <li>○ Changes program based on needs assessment</li> </ul> <p>Agency Referrals</p> <ul style="list-style-type: none"> <li>○ students needing out-patient services</li> </ul> <p>In-house Tutoring</p> <ul style="list-style-type: none"> <li>○ Pairs child with a subject-specific tutor</li> </ul> <p>Follow-up</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>Academic Screening</p> <ul style="list-style-type: none"> <li>○ Assesses decoding, reading comprehension, writing skills of student</li> </ul> <p>Classroom Observation</p> <ul style="list-style-type: none"> <li>○ To assess if student is on task, focused, to observe behavioral patterns</li> </ul>

	<p>Student Interviews</p> <ul style="list-style-type: none"> <li>○ Decoding patterns, self-perception, math perception</li> </ul> <p>Agency Referrals</p> <ul style="list-style-type: none"> <li>○ students needing out-patient services</li> </ul> <p>In-house Tutoring</p> <ul style="list-style-type: none"> <li>○ Pairs child with a subject-specific tutor</li> </ul> <p>Follow-up</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>504 Accommodations</p> <p>Classroom Observation</p> <ul style="list-style-type: none"> <li>○ To assess if student is on task, focused, to observe behavioral patterns</li> </ul> <p>Student Interviews</p> <ul style="list-style-type: none"> <li>○ Decoding patterns, self-perception, math perception</li> </ul> <p>At-Risk Counseling</p> <ul style="list-style-type: none"> <li>○ Depends on the nature of referral</li> </ul> <p>Agency Referrals</p> <ul style="list-style-type: none"> <li>○ students needing out-patient services</li> </ul> <p>In-house Tutoring</p> <ul style="list-style-type: none"> <li>○ Pairs child with a subject-specific tutor</li> </ul> <p>Follow-up</p>
<p><b>At-risk Health-related Services</b></p>	<p>Health Screening</p> <p>Nurse will assess student needs</p> <p>Para is assigned when necessary</p> <p>Follow-up</p>

**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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 11x415 **School Name:** Christopher Columbus High School

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

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

**Category:**     Basic     Focused     Comprehensive

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

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

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

Develop clear and coherent curricula aligned with State standards that facilitate the creation of tasks that accommodate varied student learning styles.

- Some teachers have begun developing curriculum units that reference State standards and offer varied academic tasks. While standards are noted and referenced in curricular documents, most of the resultant lessons and class activities are not rigorous enough to adequately prepare students to meet State standards and pass the State exams. In some classes students are placed in group by lower, mid and high level. However, the most challenging class work does not equal the Regents exam tasks or align with the State's high standards. In addition, the school-wide writing rubric does not align with or meet the writing rubric used for the English Language Arts Regents exam. As a result, students' learning is not sufficiently accelerated toward higher order thinking.

**A professional development plan has been created to have teachers create curriculum to incorporate the New Common Core State Standards. A walk-through tool has also been created to evaluate teacher performance that reflects the Danielson Framework.**

- Deepen and broaden the practice of using differentiated instruction to provide consistency in teaching that sufficiently challenges all students.
  - A few teachers offer some varied teaching strategies. There is an inconsistency in the implementation of this practice and very sparse evidence of the beginnings of differentiating instruction. While there are plans to improve teaching, the current instructional trend leans towards generic teaching. There is currently no school-wide common belief about how students learn best. Classroom visits showed a range of uninspiring instruction from Collaborative Team Teaching Global Studies lecture to the varied, but non-rigorous activities in a Living Environment class. Teachers are not specifically addressing student learning needs and thus they have not significantly improved student performance.

**Professional Development created this year focuses on student inquiry and “Surfacing Gaps in Student Thinking”. PD sessions include teachers in content areas looking at student work in different sub groups: General Education, Special Education and ELL’s.**

- Create a strategic plan for ensuring direct connections between the school’s instructional focus and dissemination of resources to improve student success.
  - The school has used resources, such as credit recovery, to address the broad school goal of increasing the graduation rate. However, there is no system of ensuring that all students’ needs have been examined, analyzed, prioritized and addressed accordingly. Selection of interventions is random. While the school usage of programs, such as Apex is noteworthy, the idea of implementation was based on what was seen as effective in another school environment. There is no clear connection with specific academic needs at this school and the success of this intervention. Additionally, teacher assignments, while mostly in compliance with licensure, are also not specifically matched with their instructional strengths and ability to deliver to student populations. There were vast differences, noted by the principal, in observing the teaching of two Science Literacy classes. As a result there is unpredictability in the course offerings and student outcomes.

**Collaboration has been increased to ensure stability in teaching methodologies. Teachers have weekly common meeting periods where they share best practices and have created student tasks.**

- Establish a firm process for developing classroom assessments that closely aligns learning with the curriculum to ensure timely adjustments to instruction.
  - Teachers on the Tier 1 UbD Teacher team spoke about creating “units in my own discipline” for the first time. However, this level of collaboration is not seen throughout the school with other groups of teachers. Specifically, the school has not yet established a system where teachers of the same subject offer the same assessments. The principal stated, “Individual teachers create individual assessments.” This greatly hinders the appropriate measure of student achievement.
  - The school’s adoption of the “Datacation” system has provided the opportunity for teachers to examine data. However, there has not yet been sufficient training in the analysis of this formative and summative information to influence instruction. As a result student academic success has not been properly measured nor significantly improved.
- Design a coherent system of teacher evaluation that strengthens instructional weaknesses and correlates teacher improvement with student achievement.
  - School administrators have begun using a classroom walkthrough checklist document (CTW Data Tool). While this instrument provides a colorful display of all collected data, the school has not provided teachers with feedback from this tool or from individualized observations that clearly correlate student achievement with teacher improvement. Additionally, faculty members just began meeting in teams where instruction and teacher performance and development are the focus. The school is only in the “discussion” phase of developing coherence.

**Curriculum is being created that incorporates the New Common Core State Standards. Teachers create shared assessments. A walk-through tool that reflects the Danielson Framework has been created so that immediate feedback can be provided. A new Data tool has been created by our Transitional Network so that students may be easily tracked. The data tool is easily read because it is visual through color.**

- Initiate a solid system of setting and measuring progress towards goals to ensure that all initiatives are appropriate and helpful in improving student success.
  - School leaders and the few school teacher teams have held initial meetings to share thoughts about what they envision as effective systems for measuring interim and long range growth. As a result there are not yet any solid structures in place that are functional and have impacted student achievement.

**Using the inquiry method, the teachers meet to try to surface the learning gaps in the students. Student work is reviewed and given tasks are analyzed. Teachers have the opportunity to meet during common planning times. PD 360 has been introduced so that the teachers in the school can access to teachers across the country.**

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

**The following has been implemented:**

- PD 360
- Data Tool
- Collaborative Assessment Protocol practiced
- Inquiry Based PD presented
- “Surfacing Gaps in Student Thinking”
- PD on the New Common Core State Standards
- Danielson Framework introduced
- Increased technology capacity/teacher lap-tops distributed
- I Pads distributed to the Leadership Team
- Numerous tutoring opportunities
- Adapted curriculum including student tasks and the New Common Core State Standards
- PD on Differentiation
- Many books have been distributed as additional supports

**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

**Outside PD is offered in ESL and all content areas.**

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

**We currently capitalize on the Professional Development issued by the Teacher’s Center. We use the services of an ESL Specialist. Representatives from PD 360 have introduced the program to the teachers. The Data Tool has been explained. The Danielson Framework and the New Common Core State Standards and been introduced.**

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**Documents have been created in the home language and mailed. Parent meetings are held and the SINI status is discussed. The Parent Coordinator is available to meet with all parents. Translators are also available.**

**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 <b>Steven Chernigoff</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>415</b>
School Name <b>Christopher Columbus High School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Lisa Fuentes</b>	Assistant Principal <b>Denise Williams</b>
Coach <b>Christine Rowland</b>	Coach <b>type here</b>
ESL Teacher <b>Marla Toscano</b>	Guidance Counselor <b>Patricia Rukaj</b>
Teacher/Subject Area <b>Vjosa Mujaj/Social Studies</b>	Parent <b>Jovanna Miranda</b>
Teacher/Subject Area <b>Marie DeLuccia</b>	Parent Coordinator <b>Patricia Bozzelli</b>
Related Service Provider <b>Gail Smalls</b>	Other <b>Silvana Cacciato</b>
Network Leader <b>Steven Chernigoff</b>	Other <b>Maria Ievoli</b>

### 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	<b>4</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>757</b>	Total Number of ELLs	<b>142</b>	ELLs as share of total student population (%)	<b>18.76%</b>
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## Part II: ELL Identification Process

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

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

#### Part II: Identification of English Language Learners (ELLs)

1. The initial identification of English Language Learners (ELLs) is conducted in a series of steps in the beginning of the school year and throughout the consecutive months as an on-going process by the ESL Department Coordinator.

In order to determine the language of all new admits to the New York City public school system, including those students coming from private schools, a Home Language Identification Survey (HLIS) is administered within 10 days of admission. In conjunction with the administration of the HLIS, an informal interview in English is conducted by a licensed pedagogue in our case, the counselor. In some cases, when parents don't understand English the informal interview may be conducted in the students' native language with the support of select members of the faculty and staff who are fluent speakers of languages such as Spanish, Albanian, Cambodian, Urdu, Italian, French and Vietnamese.

Based on the results of the HLIS and the informal interview, a decision is made regarding the next step in the identification of ELLs. If the home language specified in the survey is not English, students are administered the Language Assessment Battery- Revised (LAB-R) by a pedagogue on the same day of the HLIS which is within the 10 day limit.

The LAB-R will determine the students' level of English proficiency. The scores received from this assessment will establish their possible classification as ELLs entitled to services in ESL and will provide the basis for placement in the appropriate level. The level of classes available to ELLs based on their scores on the LAB-R are Beginner, Intermediate, and Advanced. If students test-out or score high enough on the LAB-R to be considered English proficient, they are not identified as ELLs and therefore, not entitled to services in ESL. ATS reports are used to determine eligibility to take the NYSESLAT. The reports referred to are RLER, RLAT, and REXH.

2. Parents and/or guardians of students identified as ELLs, are provided with an informational guide in their native language regarding the selection of language acquisition program that will best suit the learning needs of their children. These programs are explained upon admission. These programs are Transitional Bilingual, Dual Language, and Freestanding ESL. In an effort to communicate this information to parents and/or guardians in a more effective manner, the Orientation Video for Parents of English Language Learners is administered. Furthermore, parents and/or guardians are asked to meet with the ESL Department Coordinator to discuss the features of each program and assist them with any questions that may assist them to determine the final program selection for their children.

3. After the parent selection form is completed, parents and/or guardians are informed by the ESL Department Coordinator that Freestanding ESL is the only model being offered by the school, based on the results of the surveys and selection forms which are issued the day of admission. Parents complete and sign during admission or they are able to return the next day. The availability of a new model of instruction is based on the number of parental requests. Nevertheless, parents and/or guardians are also made aware that if they choose to opt in for any of the other models of instruction; they will be notified in writing when such program is available. If

such change takes place, they will be invited to a parent orientation meeting, in which they will have the opportunity to further discuss the details of the new model of instruction their children will receive. Through this process, parents and/or guardians are strongly encouraged by the ESL Department Coordinator to take into consideration the learning style, personality, and academic goals of their children, in order to make an informed decision about the choice of program. All surveys and parent selection forms are stored in binders in Room 129.

4. Following these informative steps, parents and/or guardians are provided with a Parent survey and program selection form to specify their preference. If additional time is required by the parents and/or guardians to complete these forms, they are asked to return them at a later date. These are usually returned the next day. At this point, the ESL Department Coordinator reminds parents and/or guardians of the importance of returning the complete forms, or as per CR part 154, students will be placed in Transitional Bilingual Education, the default program for ELLs. Letters of entitlement and non-entitlement to parents and/or guardians are distributed by mail following their selection. The continue entitlement letters and placement letters are stored in binders in Room 129.

5. Based on the review of Parent surveys and Program selection forms, the trend at Christopher Columbus High School has been overwhelmingly in preference of Freestanding ESL. Only 12 out of 142 students were requested to take part of the Transitional Bilingual Education model by their parents and/or guardians. The remaining 130 students were requested to take part in Freestanding ESL by their parents and/or guardians. The Freestanding ESL program model available in the school reflects this trend and is clearly aligned with the demand by parents and/or guardians. Every parent has filled out a parent selection form, which is kept in each individual student file.

Once students have been placed in the proper level of ESL, their progress in English acquisition and proficiency will be assessed a few times a year via the administration of the New York City Periodic Assessment in September and March and the New York State English as a Second Language Achievement Test (NYSESLAT) in April and May.

6. As stated above our school's freestanding ESL program does align with the majority of parent requests. Parents who prefer the Transitional or Dual-Language programs are assisted in finding other schools that may better fit their needs. Our policy is to let parents know that we currently only offer the freestanding ESL program model due to the high demand our student community. If this trend should shift to another model, however, parents will be notified of the appropriate changes.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

#### This school offers (check all that apply):

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

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

ELL Program Breakdown														To t #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional											0	0	0	0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)											0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>											78	36	28	142
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	78	36	28	142

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

Number of ELLs by Subgroups					
All ELLs	142	Newcomers (ELLs receiving service 0-3 years)	70	Special Education	34
SIFE	17	ELLs receiving service 4-6 years	31	Long-Term (completed 6 years)	41

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	70	6	6	31	8	12	41	3	16	142	
<b>Total</b>	<b>70</b>	<b>6</b>	<b>6</b>	<b>31</b>	<b>8</b>	<b>12</b>	<b>41</b>	<b>3</b>	<b>16</b>	<b>142</b>	

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

**C. Home Language Breakdown and ELL Programs**

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

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
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

## 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											52	23	17	92
Chinese											0	0	0	0
Russian											0	0	0	0
Bengali											4	3	0	7
Urdu											2	1	0	3
Arabic											3	2	2	7
Haitian											0	0	0	0
French											1	1	3	5
Korean											0	0	0	0
Punjabi											0	0	0	0
Polish											0	0	0	0
Albanian											12	4	5	21
Other											4	2	1	7
<b>TOTAL</b>	<b>0</b>	<b>78</b>	<b>36</b>	<b>28</b>	<b>142</b>									

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Self-contained Freestanding ESL is the organizational model used at Christopher Columbus High School. Freestanding ESL classes are homogenous within each level i.e., beginner, intermediate, and advanced. The Free Standing ESL program immerses students into self-contained classes where instruction is delivered solely in the English language, however appropriate to their level of ability and as established by the initial and/or NYSESLAT scores.

2. As mandated by the New York State CR Part 154, ELLs are required to receive specific number of units of support as follows:

## A. Programming and Scheduling Information

- Beginning level students receive 540 minutes of ESL instruction per week.
- Intermediate level students receive 360 minutes of ESL instruction per week.
- Advanced level students receive 180 minutes of ESL instruction per week.

Certified ESL teachers provide the level of instruction to the ESL students. The classes are listed on the students programs. Student/Teacher ratio is 25-1.

3. Teachers who are licensed in their subject area are familiar with the application of ESL methodologies. Furthermore, their years of experience in working with ELLs have witnessed successful results in student achievement. The ESL Specialist teachers the Senior and Junior ESL students their English 7/8 class to prepare them for the Regents exam. All ELLs who are in the Advanced level of ESL are mandated to receive 1 unit of ESL instruction per week and 1 unit of ELA per week. Schedule modifications for ELLs to accommodate the units of ESL and ELA instruction are a priority for the school. ELLs benefit from this model of instruction by preparing intensively for the ELA Regents and still acquire the necessary skills to become English proficient and thus test out of the NYSESLAT. Content area classes follow the curriculum mandated per subject by the State and students are required to pass a number of Regents exams in each content area necessary for graduation. Some ELLs, however, are officially exempt from taking some of the Regents exams due to having achieved the equivalency in their native country. All compliance issues in ESL classes are monitored by the ESL Department Coordinator to ensure teachers are properly revising and modifying the curriculum, including testing, to support the learning needs of ELLs. Assistant Principals in each content area supervise the teachers for curriculum content and maintain an open line of communication with the ESL Department Coordinator to ensure alignment between NYS subject area standards and ESL. Teachers are currently working together to incorporate the New State Core Standards in their instruction. The school is purchasing PD and Observation 360 to assist them in differentiation their instruction.

ESL content area classes are expected to utilize the following in daily classroom routines:

- Encourage the use of translation dictionaries (ESL Department provides additional copies)
- Use of vocabulary instruction
- Repetitive use of keywords
- Classroom library

ELLs are also expected to fulfill other general education core requirements such as physical education, health, art, foreign language (Spanish speaking ELLs receive NLA), and music. Additionally, ELLs will be programmed for elective courses such as culinary arts, music, etc. English dominant students make up the majority of the population in these classes, which can be enriching to the language acquisition. The ESL Specialist provides support with strategies to use when working with ELLs. Some of the suggested techniques utilized in these classes are:

- Pair up of students with other ELLs who are more proficient in English and who can translate in their native language.
- Repetitive use of keywords to build vocabulary
- Preferential seating

ELA instruction begins at the intermediate and advanced levels. In addition to their mandated 360 and 180 minutes of ESL instruction per week respectively, ELLs in intermediate and advanced classes are introduced to ELA instruction and testing as follows:

- Intermediate level students are scheduled to take the ELA Regents exam and are programmed for an English Regents preparation class for ELLs.
- Advanced level students are programmed for ELA instruction in an English class for ELLs as mandated by the State.

In addition, Native Language Arts (NLA) is given to Spanish speaking students to help them continue to build their academic skills in their native language. Spanish speaking ELLs have the ability to receive Native Language Arts (NLA) over all other subgroups due to the high number of students who are native speakers. The mandated number of units of support in this category is as follows:

- 45 minutes per day for beginning level students

## A. Programming and Scheduling Information

- 45 minutes per day for intermediate level students
- 45 minutes per day for advanced level students

It is a priority of the ESL Department to achieve progress across all levels of ESL by addressing five important skills to English acquisition such as reading, writing, speaking, listening, and critical thinking.

Upon the successful completion of the beginning level, students will have basic knowledge of grammatical structure such as past tense, past progressive, and future tense, which will be demonstrated through samples of writing exercises. In addition, by the end of this level students will be able to take notes on an eight minute passage, read a 300-400 word passage (including short stories and poems), write a basic critical lens paper, and carry out a conversation of five minutes in and out of school.

### 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)	Dual Language	Freestanding ESL
will produce a chart or graph, and have the ability to interpret critical lens papers. Additionally, students completing the intermediate level of ESL will speak English with near native fluency.	100%	75%	50%
Upon the completion of the advanced level, students will be able to take notes on an eight minute passage, read a 300-400 word passage (including short stories and poems), write a basic critical lens paper, and carry out a conversation of five minutes in and out of school.	100%	75%	50%
articles and poems. They will read 750+ words on non-fiction topics and write a 5-paragraph critical lens essay. Through the skills acquired in ELA preparation classes, students will have developed important abilities necessary for test-taking. Furthermore, by the end of this level students will have the ability to speak with near native fluency.	100%	75%	50%
conducts the initial interview in their home language. The school currently does not have a dual-language or bilingual program.	100%	75%	50%
5. A) ELLs who are considered as Students with Interrupted Formal Education (SIFE), receive additional support in and out of the classroom. Teachers of SIFE ELLs are aware of their needs and provide appropriate support.	100%	75%	50%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

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

B) The academic growth of newcomers is supported in our school in a variety of ways. Newcomers are identified and supported by their teachers in their ESL classes. Content teachers can provide additional support through differentiating instruction, assignments, etc.

## 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?

8. In the content areas, of ELA, Math, Science, and Social Studies, teachers use ESL methodology to differentiate their lessons to fit the individual needs of ELLs across different levels. Special attention is paid in these classes to developing five important skills such as speaking, listening, reading comprehension, writing and critical thinking. ELL tutoring is provided by their individual teachers for ELA and Math. Teachers review Acuity results for ELA and Math and recommend tutoring based on student weakness. Teachers review the results of Mock Regents exams in Social Studies and Science to ascertain student weaknesses. Tutoring is recommended based on

## 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.
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ELLs are required to use translation dictionaries in their classes, provided by the ESL Department. Additionally, all English classes have active classroom libraries to support their English acquisition and proficiency. In Social Studies and Science classes, classroom libraries are also used to support language development in the content areas. In the same manner, ELLs who are beginner learners, have access to Spanish versions of the textbooks in the content areas. Spanish textbooks are available for students who require the extra language support in that subject. In our intervention programs, offer a variety of Native Language materials: i.e. glossaries, textbooks, dictionaries, etc.

9. All ELLs who have reached proficiency on the NYSESLAT are first recognized with a commemorative ceremony. The principal, guidance counselors and ESL teachers are invited to congratulate these students on their achievement. Proficient ELLs are included on all ESL related events such as field trips and student productions. Additionally they are often invited to classrooms to speak to current ELLs about their experiences learning English and how they have transitioned into mainstream classes. Finally all former ELLs are provided with the same testing accommodations as current ELLs for two years after becoming English proficient.

10. For the 2011-2012 school year Christopher Columbus High School teachers are implementing Understanding by Design (UbD). The UbD framework allows teachers to design and plan curriculum, instruction, and assessment with an end goal in mind. Students are presented content with thought-provoking questions that are relevant and interesting to their lives. The UbD framework is powerful for ELLs because it will enable a teacher to begin instruction at the point of the student's academic entry level. There is a common misconception that ELLs have to acquire language before engaging in inquiry. The UbD approach, however, allows ELLs to transfer the prior knowledge from their first language into their second language. This new way of thinking provides a meaningful way for ELLs to learn content that will last beyond the boundaries of the classroom. This year we will also continue to use the APEX on-line learning programs which will further assist the students in meeting graduation requirements.

11. No programs/ services for ELL's will be discontinued for the 2011-2012 school year.

12. ELLs are included in all school related events, sport teams and clubs, and social and academic clubs provided they meet the physical and academic requirements for each club. We translate announcements into their home language and deliver them to their classes. All students have equal access to all programs. Parents are notified of the current programs and extra-curricula activities in their home language. Title III funding is used to provide tutoring to promote college and career readiness.

Our school currently offers the following sport teams and clubs:

- Boys Varsity Football
- Boys and Girls Soccer
- Boys' & Girls' Cross Country
- Girls' Volleyball

## 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?
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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?

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Our school currently offers the following sport teams and clubs:

- Boys Varsity Football
- Boys and Girls Soccer
- Boys' & Girls' Cross Country
- Girls' Volleyball
- Girls' JV Volleyball

## 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)?

No dual language programs at our school.

Math:

English

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

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

1. All staff involved in the education and development of ELLs receives professional development to learn and be up-to-date with the necessary skills to support student growth. The ESL Specialist is in charge of assisting staff with the necessary training. Part of the preparation necessary to understand the needs of this group of student involves the analysis and application of data and student work. This includes review of LAB-R, Periodic Assessment, and NYSESLAT scores. In addition, ESL content area teachers are also supported with training to become proficient in ESL methodology in the classroom. Professional development for ELL personnel is provided at the school level as follows:

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2. Teachers are provided with copies of the NYSESLAT scores to review which will assist them in transitioning students to the next level. Teachers assess the levels of their students in their current program.

3. All Columbus teachers participate in a monthly professional development workshops geared to the New State Common Core Standards. During these meetings teachers examine their own practice and share tools, strategies, and methods that ensure student learning pertaining to task analysis. Teachers also receive training on ways to build upon their instructional knowledge. Previous workshop topics included differentiation, ELL data analysis, project based assessments, and content across the curriculum. We are committed to ongoing education for our staff and especially for our increasing ELL population. Over the course of our PD sessions, teachers will acquire the 7.5 mandated hours.

### 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?

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2. We are working with the 21<sup>st</sup> Century Grant to provide ESL classes for parents to learn English. Our belief is that if English is spoken in the home, it will increase their children's capacity to learn English. Parents and/or guardians who are Spanish speakers and need translation are assisted by the ESL Department Coordinator and the school's Parent Coordinator. For speakers of other languages, translation is also provided by other members of the school staff. Translation services are utilized for letters, documentation, workshops, and individual meetings to improve communication between the school and parents and/or guardians or ELLs.

3. Parents and/or guardians of ELLs will be invited twice each semester to attend orientation meetings. During this time, parents and/or guardians will be provided with important information regarding their children by the ESL Department Coordinator and the BESIS Assistant. Some of this information includes graduation requirements, services, and counseling. A survey is given to assess the needs of the parents in regards to: i.e. ESL workshops for parents, college preparation, etc. Parent Coordinator coordinates with Ms. Madera. In addition, parents and/or guardians of ELLs who have missing paperwork are brought in to complete all necessary legal forms, including parent surveys and program selection forms.

4. We hold workshops to assist parents to complete financial aide applications, awareness of college opportunities, scholarship availability, citizenship process, etc.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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%	Page 39
75%	
50%	
25%	

## 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?

8. In the content areas, of ELA, Math, Science, and Social Studies, teachers use ESL methodology to differentiate their lessons to fit the individual needs of ELLs across different levels. Special attention is paid in these classes to developing five important skills such as speaking, listening, reading comprehension, writing and critical thinking. ELL tutoring is provided by their individual teachers for ELA and Math. Teachers review Acuity results for ELA and Math and recommend tutoring based on student weakness. Teachers review the results of Mock Regents exams in Social Studies and Science to ascertain student weaknesses. Tutoring is recommended based on findings.

ELLs are required to use translation dictionaries in their classes, provided by the ESL Department. Additionally, all English classes have active classroom libraries to support their English acquisition and proficiency. In Social Studies and Science classes, classroom libraries are also used to support language development in the content areas. In the same manner, ELLs who are beginner learners, have access to Spanish versions of the textbooks in the content areas. Spanish textbooks are available for students who require the extra language support in that subject. In our intervention programs, offer a variety of Native Language materials: i.e. glossaries, textbooks, dictionaries, etc.

9. All ELLs who have reached proficiency on the NYSESLAT are first recognized with a commemorative ceremony. The principal, guidance counselors and ESL teachers are invited to congratulate these students on their achievement. Proficient ELLs are included on all ESL related events such as field trips and student productions. Additionally they are often invited to classrooms to speak to current ELLs about their experiences learning English and how they have transitioned into mainstream classes. Finally all former ELLs are provided with the same testing accommodations as current ELLs for two years after becoming English proficient.

10. For the 2011-2012 school year Christopher Columbus High School teachers are implementing Understanding by Design (UbD). The UbD framework allows teachers to design and plan curriculum, instruction, and assessment with an end goal in mind. Students are presented content with thought-provoking questions that are relevant and interesting to their lives. The UbD framework is powerful for ELLs because it will enable a teacher to begin instruction at the point of the student's academic entry level. There is a common misconception that ELLs have to acquire language before engaging in inquiry. The UbD approach, however, allows ELLs to transfer the prior knowledge from their first language into their second language. This new way of thinking provides a meaningful way for ELLs to learn content that will last beyond the boundaries of the classroom. This year we will also continue to use the APEX on-line learning programs which will further assist the students in meeting graduation requirements.

11. No programs/ services for ELL's will be discontinued for the 2011-2012 school year.

12. ELLs are included in all school related events, sport teams and clubs, and social and academic clubs provided they meet the physical and academic requirements for each club. We translate announcements into their home language and deliver them to their classes. All students have equal access to all programs. Parents are notified of the current programs and extra-curricula activities in their home language. Title III funding is used to provide tutoring to promote college and career readiness.

Our school currently offers the following sport teams and clubs:

- Boys Varsity Football
- Boys and Girls Soccer

## B. Programming and Scheduling Information--Continued

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- Girls' Volleyball
- Girls' JV Volleyball

### 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)?

No dual language programs at our school.

### 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?
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4. We hold workshops to assist parents to complete financial aide applications, awareness of college opportunities, scholarship availability, citizenship process, etc.

## 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)											15	12	2	29
Intermediate(I)											25	14	16	55
Advanced (A)											14	7	6	27
Total	0	0	0	0	0	0	0	0	0	0	54	33	24	111

### NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	<b>B</b>											7	2	1
	<b>I</b>											6	4	10
	<b>A</b>											6	5	5
	<b>P</b>											11	8	7
READING/ WRITING	<b>B</b>											7	5	3
	<b>I</b>											19	11	14
	<b>A</b>											4	3	6
	<b>P</b>											0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	100		11	
Integrated Algebra	82		33	
Geometry	31		7	
Algebra 2/Trigonometry	7		0	
Math				
Biology	0		0	
Chemistry	2		0	
Earth Science	49		3	
Living Environment	104		26	
Physics	0		0	
Global History and Geography	131		23	
US History and Government	90		11	
Foreign Language	24		24	
Other <u>French</u>	1		1	
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. Our school uses the LAB-R, ELL Periodic Assessment, and NYSESLAT scores to assess the early literacy skills of our ELLs. The results reveal that our students are the weakest in the areas of reading and writing. As such our school has made reading and writing a

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Christopher Columbus H. S.</u></b>		<b>School DBN: <u>11X415</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Fuentes	Principal		11/22/11
Denise Williams	Assistant Principal		11/22/11
Patricia Bozzelli	Parent Coordinator		11/22/11
Marla Toscano	ESL Teacher		11/22/11
Jovanna Miranda	Parent		11/22/11
Vjosa Mujaj	Teacher/Subject Area		11/22/11
Marie DeLuccia	Teacher/Subject Area		11/22/11
Christine Rowland	Coach		11/22/11
	Coach		11/22/11
Patty Rukaj	Guidance Counselor		11/22/11
Steven Chernigoff	Network Leader		11/22/11
Silvana Cacciato	Other <u>Pupil Personnel Sec.</u>		11/22/11
Maria Ievoli	Other <u>ELL Coordinator</u>		11/22/11
Gail Small	Other <u>Speech Teacher</u>		11/22/11
	Other		11/22/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 11x415      School Name: Christopher Columbus High School**

**Cluster: 6      Network: Transitional Support Group**

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

**Part A: Needs Assessment Findings**

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

Translation and oral interpretation needs are determined using the home language survey report. School literature is translated into the various languages of our student population. For parent conferences and meetings, we have on-site translators available to assist the parents. For our Hard of Hearing/Deaf population, a translator from the Translation Unit is requested and assigned to our site as needed.

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.

Spanish is the most common language in need of translation; Albanian and Arabic follow respectively. Our ELL population are indicated on various data sources: ARIS, IEP's, NYSESLAT, ATS, School Data Tool. All members of the Columbus faculty and staff are aware of multi-lingual personnel that can serve as translators. If staff needs translation services, they contact the Principal.

## Part B: Strategies and Activities

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

Written translation services will be provided by our in-house school staff. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the DOE Translation Unit. Since Albanian written translation is not available through the DOE, we use our Albanian staff members to translate.

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

Oral interpretation services will be provided by our in-house school staff. The staff has been surveyed as to their multi-language proficient skills and their availability to translate for families whose language is other than English. Whenever necessary, translation services will be provided by the DOE Translation Unit.

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>.

All literature generated from Columbus High School is translated in Spanish and Albanian. Oral and written translations are provided in these languages by the Columbus High School staff. Oral translation for the less common language will be provided by students who are able to translate. Columbus High School will seek the assistance the Translational and Interpretation Unit from the NYC Department of Education whenever necessary for all other languages.

## 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: Christopher Columbus H.S.	DBN: 11x415
Cluster Leader: Steven Chernigoff	Network Leader: Denise Hallett
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 the Day
Total # of ELLs to be served: 144 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: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 40

## 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:

ESL students at Columbus High School will benefit from tutoring services available after-school. The expected amount of students attending per content area will be approximately between 25 to 35. These students will receive additional support during the ESL After-school Tutoring program in the areas of Mathematics, Social Studies, ELA, and Science. In addition, tutoring will help prepare students for the Regents exams.

Students who participate in the ESL After-school Tutoring, will be instructed by highly qualified teachers with ample experience in the instruction of ELLs, from beginner to the advanced levels. These teachers will assist students with the mastery of the content learned during their class; and in addition to providing assistance with homework. Throughout the course of this program students will also receive intensive Regents preparation in the content areas. Teachers will use instructional materials provided by the school such as Barron's Regents Preparations books in Math, Science, ELA, and Social Studies.

A licensed ESL teacher will work with the ESL Senior and Junior students in developing their literacy skills in support of passing the ELA Regents exam.

A licensed ESL teacher will do a pull-out service for the lowest level ESL students to give extra assistance in language acquisition.

### ESL Curriculum Development

Curriculum development for ESL in the areas of Mathematics, Social Studies, Science, and ELA involve the implementation of ESL methodologies in the planning of units within each of these content areas. These strategies will allow for content area teachers to differentiate instruction for ELLs in their classes in order to support the academic progress of their students. In addition, the program PD-360 will be utilized to reinforce the different learning strategies for the ESL population.

The interdisciplinary curriculum for the advanced level of ESL, will be aligned with the ELA curriculum. The new advanced level ESL curriculum will provide ELLs with customized instruction in support of the content learned in their mandated ELA class. Upon the completion of the advanced level of ESL, and with the use of the new curriculum, students will better prepared to take the ELA Regents exam as well as the NYSESLAT.

## Part B: Direct Instruction Supplemental Program Information

### Instructional Materials

Through PD 360, teachers will be able to implement the common core learning standards into the ESL curriculum.

Title III funds will be used to supplement a portion of the total cost of the program. Most of the funding will come from the school's budget.

### Educational instructional trips

An educational and cultural trip to the following museums will be available to 50 ELLs programmed for U.S. History and Global History, who have demonstrated academic achievement based on the following:

- Must pass at least 80% of all their classes
- Must pass at least 80% of all their Regents exams

This trip is part of an enrichment learning strategy to support their understanding and appreciation of U.S. and Global History through an interactive, visual, and hands-on experience. Furthermore, this trip will support their preparation for the U.S. and Global History Regents Exams.

Students will visit the following museums during the Spring term:

- Museum of Jewish Heritage (NYC)
- Museum of Natural History (NYC)
- Metropolitan Museum of Art (NYC)

The amount allocated for this trip will cover the expenses for bus transportation for one of these trips. Funding for transportation to the other 2 destinations will be covered by the school. Students will travel in the morning accompanied by 4 teachers and the Department Coordinator who will chaperone and supervise the trip. The expected time of return at school is in the early afternoon. This will not be an overnight trip.

Students will have questions from their content area teachers to use as guidelines for the exhibits to see during each trip. At the Museum of Jewish Heritage, students will visit the "Holocaust" section. For the Museum of Natural History, students will visit the "Silk Road" exhibit. At the Metropolitan Museum of Art, students will visit the "Americana" exhibit.

The teachers who will go on the trip as chaperones will volunteer and no Title III funds will be used towards any pay for these services.

### Part B: Direct Instruction Supplemental Program Information

### 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:

Title III funds will be used to purchase the PD 360 Program which will enable us to differentiate our Professional development for all teachers. This program offers a variety of facets of ESL methodologies. The program is geared to meet the individual needs of the teacher specific to their strengths and weaknesses.

Our ESL Specialist provides PD opportunities to all staff members. PD this year will concentrate on incorporating the New Common Core Learning Standards as well as inquiry into bridging learning gaps in student work.

### 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:

Parent workshops

Parents and/or guardians of ELLs will be invited for 3 different workshops each semester tailored to suit their needs as support networks to our students' progress. During each session, parents and/or legal guardians will be provided with important information regarding their children by the ESL Department Coordinator and the BESIS Assistant. The ESL Department Coordinator is a highly qualified educator whose experience with ELLs has allowed her to understand their uniqueness in learning and the

## Part D: Parental Engagement Activities

importance of maintaining an open line of communication with their parents to ensure the proper support at home. In addition, the Department Coordinator is knowledgeable of the compliance issues regarding ESL services. The BESIS assistant also has experience working with ELLs, in support of the ESL Department Coordinator, regarding the services to which ELLs are entitled.

Some of the information delivered to parents in these workshops covers but is not limited to the following:

- Graduation requirements
- Transcript overview
- Support services available school-wide
- Immigration workshops
- ESL for parents
- Translation services

Valuable information is disseminated to parents and/or legal guardians of ELLs during these workshops, including graduation requirements, SES support services, program description, updates on upcoming programs (if applicable) and counseling. In addition, parents and/or guardians of ELLs who have missing paperwork are brought in to complete all necessary legal forms, including parent surveys and program selection forms. Although all parents and/or guardians of ELLs will be invited to participate in these activities, the targeted number of parents is expected to be between 25-35 parents per session.

Each workshop will consist of 2 hours, during which time various activities will expose parents to a “typical day in the life of an ELL student”. Parents and/or guardians will have the opportunity to ask questions and voice their concerns. Furthermore, the workshops will serve as a bridge to integrate parents to the school community and build relationships to sustain the academic growth of their children. This time will also be used to provide information regarding SES programs to benefit their children and adult programs in ESL for parents by outside non-profit organizations.

The parent workshop information will be available in various language and written materials in other languages will be made available to parents as necessary. Translation in Spanish, Albanian, Cambodian, and Vietnamese are made possible with the assistance of staff members, native speakers of these languages. Title III funding is used to cover the expenses to plan and carry out these workshops.

Coordinator of Title III programs and services

The ESL Department Coordinator is the administrator responsible for monitoring and ensuring the proper operations of the after-school tutoring program and other services available to ELLs.

The responsibilities of the Coordinator of Title III programs are as follows:

### Part D: Parental Engagement Activities

- Attendance tracking of all students
- Keeping files and records of all after-school tutoring session during which ELLs participate
- Facilitation of printed materials that are Regents based in the different content areas to support the instruction during the after-school tutoring program
- Supervision of teachers responsible for direct instruction of ELLs during the after-school tutoring program
- Planning and organization of parent workshops, including but not limited to scheduling of meeting, contacting parents by mail via official school letters, establishing partnerships with outside organizations and CBO to provide resources during meetings and arranging the purchase and delivery of refreshments for parent workshops.
- Organizing educational trips including but not limited to, arranging bus transportation, purchase of tickets, distribution and collection of parental consent forms, collecting work contributed by teachers to align with the content seen during trips and selection of chaperoning staff.

### Part E: Budget

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

Allocation Amount: \$24076

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$14,577	Per session for ESL and general education teachers to provide tutoring for all ELL students for Regents examinations.
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$3,000	PD 360 will provide a trainer for our staff.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be</li> </ul>	\$1,000	Purchase of dictionaries and glossaries

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$24076

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	\$5,000	Purchase of PD 360 and teacher licenses.
Travel	\$499	Transportation
Other	0	
<b>TOTAL</b>	<b>\$24,076</b>	