



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** COMMUNITY SCHOOL FOR SOCIAL JUSTICE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 07X427

**PRINCIPAL:** SUE-ANN ROSCH **EMAIL:** SROSCH@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
Sue-Ann Rosch	*Principal or Designee	
John DeRosa	*UFT Chapter Leader or Designee	
Lizette Hill	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jennifer Fernandez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Kate Stryker	Member/Teacher	
Lisa Lozada	Member/Parent	
Althea Benjamin	Member/Parent	
Kiani Jaquez	Member/Student	
	Member/	
	Member/	
	Member/	

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

**College Preparedness:** To deepen and expand the college preparation within our school's learning environment, through the use of the *College Summit* program, into the 10th grade in order to teach students how to use high school as a launch pad to college and career success; how to use strategies to overcome a variety of academic, professional and personal barriers; to learn to advocate for themselves; and leave prepared to succeed in college. *College Summit* is a non-for-profit organization that provides schools with curriculum, training, strategies and tools to improve the college preparation and admissions process for our students and helps schools provide the tools students need to stay in college and succeed. We introduced the *College Summit* program two years ago to our 12<sup>th</sup> graders and piloted it last year with our 11<sup>th</sup> graders. We will expand our college preparedness culture this year by introducing the *College Summit* curriculum to our 10<sup>th</sup> grade.

### **Objectives:**

- Expand the *College Summit* program so that 100% of family group advisors in grades 10 – 12 will implement the *College Summit* curriculum a minimum of once a week during the school year.
- 100% of 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors will be trained in the *College Summit* curriculum and program in order to successfully implement the college readiness curriculum and use CSNav milestone tracking system in family group.

### **Comprehensive needs assessment**

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

Annually, 95 – 98% of our graduating seniors are accepted into college. However, based on evidence we have gathered from surveying graduates and from third party reports, such as the *College Summit* tracking reports and the CUNY “Where Are They Now? – Your Graduates’ Experience at CUNY” report), we know that students change colleges, drop out, and take off time from college all too frequently. This has solidified our belief that student college readiness preparation must begin as soon as possible in order for students to stay in college and be successful with their academic studies both in high school and in college. This helps to close the achievement gap.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the

- strategies/activities,  
d) timeline for implementation.

### ***College Summit Program Liaison***

- Students, teachers and administrators will receive professional development from the *College Summit* staff which will enhance our capacity to better prepare students for post-secondary education.
- 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors will receive a standards-based, data-driven curriculum framework that guides educators through the process of post secondary planning.
- The *College Summit* liaison will conduct trainings of 100% of the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors throughout the school year in which the advisors will better understand the process of college preparation and application and will become experts in the use of the college preparation curriculum.
- The *College Summit* liaison, college advisor and principal will meet 1 – 2 times each semester to assess the success of the program.
- Select 12<sup>th</sup> grade students will participate as Peer Leaders and will be trained in leadership and facilitation skills during the summer prior to the school year as well as during the school year in a weekly peer leader seminar class. These influential students will become experts on the college admissions process, will maintain a college information bulletin board, will co-facilitate college meetings, workshops and events, and will serve as role models for their peers. These students become empowered as Peer Leaders and will support their classmates in transitioning from high school to higher education.
- The Peer Leaders will meet weekly with our college advisor for training and will work with family groups to help implement the curriculum by facilitating small groups, serving as mentors, and serving as additional support for other students.
- The *College Summit* liaison, college advisor, and the 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors will meet each semester to discuss progress and troubleshoot any problems.

### ***Family Group:***

- The 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors and family group committee members will meet monthly to co-plan and implement the college curriculum.
- The 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors will attend trainings by *College Summit* to learn to implement the college preparation curriculum with their family group advisees.
- 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students will participate in weekly *College Summit* curriculum lessons.
- Our college advisor and the *College Summit* liaison will visit family groups to help support the implementation of the curriculum.

### **Timeline for Implementation**

- Initial training for peer leaders will begin in August 2011 and continue through weekly meetings and workshops.
- Initial training for family group advisors will be held in August and September 2011. This will be followed by monthly teacher-led curriculum implementation meetings and bi-monthly curriculum meetings with the College Summit liaison.
- The college preparation program will begin in September 2011 and end in June 2012. It will be implemented weekly.

- CUNY and SUNY application push days will occur in November and early December.
- Alumni day will occur in December 2011.
- The teacher-led family group committee will conduct an interim assessment at the end of the first semester and another in June 2012.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Parents will receive regular communication from the school about college-related events and activities through a variety of mediums including workshops, individual meetings (telephone and in-person) with the college counselor and the family group advisor, and newsletters.
- Throughout the year, we will conduct college information and financial aid workshops for parents/guardians in both English and Spanish.
- The school will provide two fare MetroCards for parents so that they can attend the workshops.

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

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

All staff engaged in this achieving this goal are highly qualified.

**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.
- - *The school has implemented a college readiness and preparation program for 10 – 12 graders using teachers as family group advisors to conduct the program as well as employing an outside organization, partially underwritten by the Gates Foundation, to implement the program.*
  - *The school has hired two social workers who help students make the social and emotional transition from high school to college.*
  - *The school employs a guidance counselor to act as the college advisor.*

**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.

Use of Title One SWP funds to pay the *College Summit* organization to provide college preparation curriculum and training to students, staff and families. Title One Parent Involvement funds for parent workshops and to provide parents/guardians Metrocards to attend the workshops. Use of Title One SWP funds to pay per session for professional development workshops for teachers. See above action plan for full description of the use of our family group advisors and our 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade English teachers to support this goal.

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

Literacy Skill Acquisition: Design and pilot the use of small reading intervention groups for targeted 9<sup>th</sup> and 10<sup>th</sup> grade students reading on grade levels 1 – 3 and grade levels 4 – 7 in order to increase student reading skills. This goal builds upon the successful implementation of our CEP/PPR goal last year which was to pilot our revised reading diagnostic system in order to identify and provide interventions for entering 9<sup>th</sup> graders with low reading levels and to track those students throughout their high school careers.

The decoding skills of the students in the reading intervention groups will increase on average by at least one grade level and comprehension will improve on average by a minimum of ½ grade level by the end of the school year.

### **Comprehensive needs assessment**

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

The reading assessment data of incoming 9<sup>th</sup> graders last year showed us that 23% of our incoming students read between grades 1 – 3. Approximately an additional 70% read at between a grade 4 to a grade 7 reading level. Diagnostic reading assessments are done at the beginning of the school year. We use Scantron and the Read Naturally assessments. As a result of these assessments, we conduct interim assessments mid-year and a summative one at the end of the school year. As well, we used this data to create reading intervention instructional groups in 9<sup>th</sup> and 10<sup>th</sup> grades and to design other instructional interventions.

In addition, in 11<sup>th</sup> and 12<sup>th</sup> grades students must complete intensive research projects in their core academic areas. This requires strong reading skills. Student performance on these research projects demonstrates that many students struggle to read texts on a high school level. Students must be able to read well in order to be successful in high school, in post-secondary educational endeavors, and in their careers. Intensive reading support in the first two years of high school is critical to increasing reading skills.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

- Use the reading assessment data from 2010-11 to select up to eight students for a summer reading group, for students reading between grade level led by our special education teacher who is an Orton-Gillingham reading specialist.
- The literacy coach and our special education teacher will work jointly with the two 9th grade teachers to administer the Scantron and the Read Naturally reading diagnostic tools in September to all 9th graders. The information from this will be used to identify students with reading delays (target population).
- The 10<sup>th</sup> grade English teacher will administer the Scantron diagnostic assessment to all 10<sup>th</sup> graders at the beginning of the school year.
- Based on the results of the diagnostics, the teachers and literacy coach will identify students for the reading intervention groups and will form the two reading groups. Group A: students reading on a grades 1 – 3 level and Group B: students reading on grade levels 4 – 7. They will form two groups per grade level (9<sup>th</sup> and 10<sup>th</sup>). The first group of students will be taught by the Orton-Gillingham trained special education teacher and the second by the literacy coach. Each group will meet four times per week for 55 minutes each session.
- Implement an appropriate curriculum designed to meet the individual needs of struggling readers using a variety of comprehension and decoding techniques, such as a multi-sensory approach using the Orton-Gillingham methodology and Project Read for teaching structured text, with each reading group. as well, the 4 – 7 reading group will use the Hampton-Brown Edge program.
- Administer an interim reading assessment during the middle of the year and a summative assessment at the end of the school year to measure the growth of these students as readers.
- Use assessment information to modify instruction throughout the year.
- Create scheduled professional development meetings with 9th and 10<sup>th</sup> grade teacher teams during the year to build their capacity to work more effectively with our targeted group of students.

**Strategies to increase parental involvement**

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Conduct curriculum nights twice yearly with parents and grade level teachers.
- Inform parents/guardians of their child’s participation in literacy intervention instructional groups.

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

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

All our teachers involved in this goal are highly qualified.

**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.
- We hired an additional 9<sup>th</sup> grade English teacher to provide a double-block of English classes to support literacy skill acquisition.
- We hired a literacy coach to help build teacher capacity and to conduct small group reading and writing intervention classes.
- We developed and implemented reading intervention groups.
- We used funding to create a Saturday school program to support literacy skill acquisition

**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.

We will use a combination of Title One FSF, C4E, and LCTT C4E High School funding to fund our literacy coach, additional 9<sup>th</sup> grade English teacher and per session for professional development to build teacher capacity. As well we will use this funding to pay for a literacy skill acquisition program in collaboration with Manhattan Theatre Club. We will use NYSTL funds for leveled classroom libraries and a combination of TL and Title One funds for classroom computer equipment and instructional supplies.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

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

Institutionalize specific after school programs and activities as well as expand our after school program and enrichment activities, despite losing all after school funding from out CBO.

#### **Objective**

Engage a minimum of 25% of our student population in after school and enrichment programs.

#### **Comprehensive needs assessment**

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

A rich and varied after school and enrichment program improves the learning environment for our students and increases student attendance. We have selected this goal based on anecdotal student response and student response on the learning environment survey.

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- Poll students to identify activities they would most like to see in their after school program.
- Meet with staff to identify activities that we believe should be in our after school program each year and identify staff members to teach/coach/facilitate these activities.
- Meet with staff to identify additional activities that we would like to try as well as one-time events that we would like to introduce to the school (such as a ski trip, apple picking).
- Create an after-school program that offers a variety of activities including recreation, sports and physical fitness, the arts, academic

enrichment and academic, emotional and social support.

- Recruit staff and students during September.
- Join flag football and soccer leagues.
- Publicize after school activities
- Begin sports teams by the third week of September.
- Begin all other enrichment activities by the first week of October.
- Monitor student attendance weekly and continue to publicize the program.
- Conduct a student satisfaction survey mid-year.
- Evaluate the success of each activity as well as the entire after school program and revise the program for the spring semester.

**Strategies to increase parental involvement**

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

We host performances by our after school programs for parents/guardians to participate in throughout the year.

We provide regular communication about our after school program to parents/guardians through our monthly newsletter.

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

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

All staff involved in this program are highly qualified.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our *Changing the Odds* after school program is sponsored by a NYS/NYC grant through our school-based health clinic.
- We have joined small schools leagues for our soccer, flag football and basketball teams.

**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.

Our teachers and administrators have generously donated their time in order to run an after school program this year since there is no funding to support per session for after school. A combination of general school funds and FSF are used to purchase equipment and supplies.

## 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**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

- 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.

## 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**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

- 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.

**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>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	106	106	106	106	32	Only students for initials or re-evals	37	

10	84	84	84	84	35	Only students for initials or re-evals	42	
11	66	66	66	66	24	Only students for initials or re-evals	23	
12	63	63	63	63	22	Only students for initials or re-evals	36	

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	<p>AIS in ELA is being implemented in the following ways:</p> <ul style="list-style-type: none"> <li>• The Orton-Gillingham trained special education teacher teaches two small reading intervention groups for 9<sup>th</sup> and 10<sup>th</sup> grade students reading on grades 1 – 3 level. She uses the Orton-Gillingham program with these groups. The intervention groups are conducted during the summer, during the school day, and in a zero period. We plan to add a Saturday school component in the spring semester.</li> <li>▪ We conduct two small group reading intervention groups for readers on the 4 – 7<sup>th</sup> grade levels. We use the Project Read program for teaching structured text as well as the Hampton-Brown Edge program. The service is provided both during the day and after school. As well, we plan to continue these intervention groups in the summer.</li> <li>• One-to-one reading tutoring is provided to targeted students both during and outside the regular school day using the Wilson Reading Program.</li> <li>• ELA teachers offer individual and small group reading, writing, presentation (public</li> </ul>

	<p>speaking) tutoring to students after school and on Saturdays.</p> <ul style="list-style-type: none"> <li>• Special education teacher and literacy coach provide academic support to both IEP and at risk students in ELA, both in reading and by using Judith Hochman’s “Basic Writing Skills Program” through full class collaborative team teaching and in small group instruction.</li> <li>• The ELA department offers a supplemental Regents prep course to Senior students who have previously not passed the ELA Regents in their Junior year.</li> <li>• The ELA department offers a supplemental multi-media class that uses creative writing and other media to help develop writing fluency and reading in a variety of genres.</li> <li>• Family group advisors provide homework help in a small group setting one period every week for 45 minutes and create academic action plans with students and families.</li> <li>• Our summer program provides academic support and credit recovery for at risk students in ELA, as well as literacy skill development in small group instructional settings, using a multi-sensory reading program, such as Orton-Gillingham and a writing skills intervention program, such as Judith Hochman’s Basic Writing, as mentioned above.</li> <li>• The ESL teacher provides after school tutoring as well as Saturday tutoring using the SIOP language acquisition program.</li> </ul>
<p><b>Mathematics</b></p>	<p>AIS in math is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• Math teachers offer individual and small group tutoring to students after school and on Saturdays.</li> <li>• Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families.</li> <li>• We provide a summer program for academic support and credit recovery for at risk students in math.</li> <li>• In preparation for Math PBAT, students work with teachers in one-to-one tutoring and in small instructional groups, on Saturdays, as well as after school.</li> <li>• The Math department will offer Saturday school small group classes for struggling students who need to earn credit.</li> </ul>
<p><b>Science</b></p>	<p>AIS in Science is being implemented in several different ways:</p> <ul style="list-style-type: none"> <li>• Science teachers offer individual and small group tutoring to students before and after school, and on Saturdays.</li> </ul>

	<ul style="list-style-type: none"> <li>• Make-up science labs are offered after school.</li> <li>• In preparation for the Science PBAT, students work with teachers on Saturdays, as well as after school in small groups as well as in one-to-one tutoring sessions.</li> <li>• The Science department offers after school small group credit recovery classes for struggling students who need to earn additional science credits.</li> <li>• Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families</li> <li>• We provide a summer program for academic support and credit recovery for at risk students in science.</li> <li>• The Science department will offer Saturday school small group classes for struggling students who need to earn credit.</li> <li>• A supplementary course is offered for 12<sup>th</sup> graders who need additional support in order to successfully complete their Science Original Experiment PBAT.</li>   <li>• Through a partnership with Columbia University, students have access to Columbia University staff and resources to assist with content area research and knowledge acquisition.</li> </ul>
<b>Social Studies</b>	<p>AIS in Social Studies is being implemented in the following ways:</p> <ul style="list-style-type: none"> <li>• Social studies teachers offer individual and small group tutoring to students before and after school.</li> <li>• The Social Studies department offers small group after school credit recovery classes.</li> <li>• In preparation for the Social Studies PBAT, students work in small groups, and in one-to-one tutoring sessions, with teachers on Saturdays, as well as after school.</li> <li>• A supplementary course is offered for 12<sup>th</sup> graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.</li> <li>• The Social Studies department will offer Saturday school small group classes for struggling students who need to earn credit.</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>The guidance counselor provides guidance and crisis counseling services during the school day to all students and especially to at risk students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. She provides mediation and intervention counseling with students who have been referred for behavioral issues. As well, she provides individual and small group counseling intervention with students who are having attendance/academic problems a minimum of one period per day. The</p>

	<p>guidance counselor coordinates services with the attendance teacher and attendance committee. Students are assisted in learning how to deal with a variety of personal issues including school, family, friends, and relationships. Finally, she provides support and intervention services to students who are not meeting academic expectations. She collaborates with grade level advisors and special education teachers to monitor student progress. As well, she provides referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).</p>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<p>The itinerant school psychologist does not provide any at-risk services. She does provide evaluations for students identified at risk and who appear to be in need of mandated services. She conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.</p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p>The two school social workers, plus the social worker intern, provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting their progress.</p> <p>The school social workers provide support to teachers who serve as family group advisors, both through professional development and by co-facilitating workshops in family groups with the advisors. The social workers meet on a regular basis with teachers to monitor specific student progress, both academic and behavioral, as well as to identify students in need of counseling services. The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings. The school social workers are members of the attendance committee and provide support and interventions for students with chronic absenteeism and/ or lateness issues. The school social workers refer students in need of a home visit to the attendance teacher, and also serve as liaisons between the school and Children's Services, and also between the school and community social service agencies. Finally, the social workers coordinate with the school-based health clinic, which provides mental health services and referrals for assessment. The clinic social worker provides individual and group counseling to students who are referred by our staff.</p>

**At-risk Health-related Services**

Health related services are offered during the school day to all students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to cope with health related issues such as asthma, relationship abuse, obesity and diet, diabetes, and HIV/AIDs and STDs. All students receive a minimum of six HIV/AIDS education lessons.

The school-based health center (Morris Heights Health Clinic) is designed to serve all students with a focus on the uninsured and under served. The clinic offers students ready access to medical and mental health services. It also works cooperatively with school guidance counselors, social workers, classroom teachers, and school principals to assure that the school-based health center is an integral part of the life of the school. Students are provided with the following services:

- immunization
- health physicals
- flu shots
- birth control contraceptives
- HIV/STD testing and treatment
- Mental health services by a social worker

In addition, the Morris Heights Health Clinic provides an after school program called "Changing the Odds" that targets 9th and 10th students who struggle academically and behaviorally. These students meet twice a week and work on service learning projects that is selected by the students.

**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;

## **Community School for Social Justice – School Parent Involvement Policy 2011-12:**

1. Community School for Social Justice will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan under section 1112 of the ESEA:
  - Ensure translation of materials to be sent home in every language spoken by students' families
  - The Parent Coordinator will support the PTA and SLT in reaching out to families to improve attendance of meetings, open school nights and afternoons, PBAT presentations, and other school functions.
2. Community School for Social Justice will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Provide stationary, printing, and postage to facilitate outreach to families.
  - Family Group advisors will reach out to families to encourage participation and involvement in student and school achievement and performance.
3. Community School for Social Justice will coordinate and integrate Title I parental involvement strategies in the following ways:
  - Our current group of active parents/guardians will reach out to and recruit the parents/guardians of our new students. We will hold family-based activities like dinners, ice cream socials and other events to introduce the

parents/guardians to the school and to get them involved in school activities. Advisors will call parents and get to know families. They will invite them into the school and encourage them to work with advisors on academic needs for their child.

- Our parent coordinator will act as a liaison between the school and the parents/guardians to promote greater participation in school-related activities.
  - The SLT will train parents to understand the school budget, help to prepare the CEP, and practice facilitation skills.
  - We will host SAT and PBAT and Regents Prep Information Sessions, as well as College Readiness meetings and Financial Aid workshops. The guidance counselor will reach out to parents/guardians to involve them in creating their child's post-graduation college and career plan.
4. Community School for Social Justice will take the following actions to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents/guardians) its parental involvement policies.
5. Community School for Social Justice will build the school's and parents'/guardians' capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership with the parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described:
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. In order to ensure effective parental involvement parents/guardians will be asked to participate in "Curriculum Night" twice

yearly where they have the opportunity to meet and have a discussion with grade level teachers regarding the academic expectations of their child for each subject, review the major projects and course work for each class, and will be provided with a summary and timeline of the PBAT structure. In addition, we will set up individual accounts for each parent/guardian to access Edline, an electronic grade book system, where they can monitor their child's academic achievement on a weekly basis. We will train them in the use of Edline as well.

- c. The school will, with the assistance of its parents/guardians, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
- d. The school will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians 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 with 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.

## **Community School for Social Justice School-Parent Compact 2011-12**

*Community School for Social Justice, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-12.*

### School Responsibilities

Community School for Social Justice will:

*Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:*

1. *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held twice annually*
2. *Provide parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows: marking period report cards six times annually and mid-marking period progress reports six times annually.*
3. *Hold grade level meetings with parents/guardians at the beginning of each semester to review and discuss the grade level academic and behavioral expectation, as well as to review school-wide and grade-level requirements for graduation and to review the grade level curriculum in each subject area.*
4. *Provide parent/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: all students have a family group advisor who is the primary liaison between the school and home. As well, the school has an open door policy for parents and guardians.*
5. *Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: participating in organizing and running school events, participating in student PBAT presentations, conducting fundraising events and visiting classes.*
6. *Involve parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.*
7. *Involve parents/guardians in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way.*
8. *Hold an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
9. *Provide information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand.*
10. *Provide information about Title I Part A programs to parents/guardians of participating children in a timely manner. Information includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
11. *At the request of parents/guardians, provide opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*

12. *Provide each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.*

### Parent/Guardian Responsibilities

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

- *Monitoring attendance.*
- *Making sure that homework is completed.*
- *Monitoring amount of television my child watches.*
- *Volunteering in my child's classroom.*
- *Participating, as appropriate, in decisions relating to my child's education.*
- *Promoting positive use of my child's extracurricular time.*
- *Encouraging my child to participate in after school and Saturday tutoring, homework help and PBAT/Regents and RCT exam preparation*
- *Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.*

### Student Responsibilities:

*We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:*

- *Attend school regularly and arrive on time.*
- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Attend Saturday and after school tutoring and/or PBAT and Regents Prep classes if recommended or mandated by my teachers*
- *Give my parent(s), or the adult(s) responsible for my welfare, all notices and information received by me from my school every day.*
- *Be accountable for my actions.*



- Creation of an ELA Regents prep class for seniors
- Analysis of individual student strengths and weaknesses on the prior ELA Regents exam for use in teacher-student conferences to develop individualized exam prep plans
- Identification of patterns of strength and weakness, as demonstrated on the ELA Regents exam, to allow teachers to more systematically target instruction and adapt curriculum
- Creation and use of a spreadsheet to analyze individual and cohort performance in each specific area in order to create a blueprint for instruction and support across grade levels
- After school ELA Regents and RCT Reading/Writing prep sessions taught by English and special education department teachers
- Saturday ELA Regents and RCT Reading/Writing prep taught by English and special education department teachers
- Use of a mock Regents exam session for 10<sup>th</sup> and 11<sup>th</sup> grade students to better prepare for the actual exam.
- Revision of the English department curriculum and instruction strategies to better assist students in developing the reading, writing and test preparation skills needed to pass the state examination. This includes direct ELA Regents instruction in grades 9, 10 and 11 in areas where students need the most work and in response to the new format for the ELA Regents. It also includes introduction of critical lens essays in other grade levels to give students additional opportunities to practice and reinforce the necessary skills.
- Creation of four small group reading intervention groups. The first two groups target 9<sup>th</sup> and 10<sup>th</sup> grade students identified as reading on a first through third grades reading levels. These groups are taught by our special education teacher who is a certified Orton-Gillingham reading specialist. The second two groups target 9<sup>th</sup> and 10<sup>th</sup> grade students reading between grades four through seven. These groups are taught by the literacy coach.
- Implementation of an appropriate curriculum designed to meet the individual needs of struggling readers using a variety of comprehension and decoding techniques, such as a multi-sensory approach using the Orton-Gillingham methodology for our students reading between first and third grades and the Project Read program for teaching structured text. As well, the 4 – 7 grade reading group will use the Hampton-Brown Edge program.

In addition, we have implemented focused, on-going professional development in the areas of:

- Developing teacher capacity for implementing reading skill strategies for struggling readers across grade levels and subject areas.
- Developing increased opportunities for students to engage in student-led, higher order thinking activities (i.e., problem solving, analysis, etc.) in the classroom.
- Increasing competency in developing and implementing learning activities and instructional strategies that differentiate instruction for all students, with an emphasis on students with disabilities and our higher achieving students.

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## **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.

We will use our Title One funds set aside for professional development in the following ways:

- Support teacher participation in subject area professional development workshops led by members of fellow Consortium schools. These workshops focus on deepening teacher capacity to design curriculum, instructional activities and performance based assessment tasks (PBATs) that support our PBAT-based system of instruction and assessment.

- Co-planning lessons and projects that provide increased opportunities for students to engage in higher order thinking activities (i.e., problem solving, analysis, etc.) in the classroom. This is led by our literacy coach, department leaders and grade advisors.
- On-going professional development focused on developing and implementing reading and writing literacy skill strategies across grade levels and subject areas. This is led by our literacy coach, department and grade level leaders, inquiry team members and special education teachers.
- Professional development led by our special education team to collaboratively plan lessons with general education teachers that differentiate instruction and assessments for all learners.
- On-going professional development that results in the revision of the ELA curriculum to support strengthening literacy skills and test preparation skills needed in order to pass the ELA Regents exam. This is led by our literacy coach and the English department leader.
- On-going professional development that results in the development of curriculum in the subject areas of social studies, math and science to support strengthening literacy skills needed in order to pass the ELA Regents exam. This is led by our department leaders, special education teachers and literacy coach.

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

Teachers work collaboratively in departments and in grade level groups to co-plan curriculum, instruction and assessments. They share best practices and their department and grade level leaders develop and facilitate professional development workshops around the professional development goals set by the department and grade level. These small groups meet a minimum of two – three times month. Our special education teachers and our literacy coach are part of these teams and co-facilitate professional development for the teachers. As well, they provide individual mentoring support.

In addition, each new teacher is paired with a special education teacher to help them learn how to differentiate curriculum, materials, instruction and assessments. They co-plan and co-teach together. Each new teacher also is paired with a master teacher in their subject area. They visit each other's classes and co-plan.

Finally, teachers visit other Consortium schools for structured inter-visitations to learn from professionals at our member schools.

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

Parents will be informed by letters that will be sent home written in both English and Spanish. As well, parents will be informed at a school meeting conducted in both English and Spanish.

**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>Alison Sheehan</b>	District <b>07</b>	Borough <b>Bronx</b>	School Number <b>427</b>
School Name <b>Community School for Social Justice</b>			

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

Principal <b>2Sue-Ann Rosch</b>	Assistant Principal <b>Jaime Guzman</b>
Coach <b>Joan Jubella</b>	Coach <b>type here</b>
ESL Teacher <b>Suzanne Kott</b>	Guidance Counselor <b>Celeste Hill</b>
Teacher/Subject Area <b>Patrick Reimer/Sp. Ed.</b>	Parent <b>Lizette Hill</b>
Teacher/Subject Area <b>Kate Striker/ Science</b>	Parent Coordinator <b>Alane Sosa</b>
Related Service Provider <b>Sherry-Ann Jenkins</b>	Other <b>type here</b>
Network Leader <b>Alison Sheehan</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>1</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>339</b>	Total Number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>14.16%</b>
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## Part II: ELL Identification Process

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

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

1. When a new admit arrives to the Community School for Social Justice, the ESL teacher, Suzanne Kott, or the Assistant Principal, Jaime Guzman, are called to the office to administer the Home Language Identification Survey. They work with each parent to complete the survey. If the survey indicates that the child speaks a language other than English, the parent and the student are given an in-depth interview. The Parent Coordinator, Alane Sosa, may be called to help translate if necessary. Parents and students are queried as to how many years of education the student received, what language the education was administered in, where that education took place, and what language is primarily spoken in the home. Based on those responses, as well as those relevant sections of the HLIS, a determination is made on whether to administer the LAB-R.

Our ESL Coordinator, Ms. Kott, administers the NYSESLAT to students. Students are grouped based on grade level and special education needs. General education students are tested together and 9<sup>th</sup> and 10<sup>th</sup> grade sped. students are grouped and 11<sup>th</sup> and 12<sup>th</sup> grade sped. students are grouped and the test is administered separately. Ms. Kott keeps a spreadsheet to ensure all ELLs are administered every component. The tests are stored in a locked cabinet in her locked office. Only the Principal and Assistant Principals have access.

The LAB-R is then administered within 10 days of enrollment and hand scored. A placement, if warranted, is made. If the student is a Spanish speaker and eligible as per the LAB-r, the Spanish LAB is administered within ten days. The LAB-R is administered by our licensed ESL teacher Ms. Kott and the Spanish LAB is administered jointly by Ms. Kott and our licensed Spanish teacher Ms. Lucia Picardo. The AP, Mr. Guzman, orders the NYSESLAT each spring from the Bronx district testing coordinator, Sharon Cahr. The test is administered by Ms. Kott as per the instructions, and kept in a secure location. Ms. Kott administers the Speaking section individually to students. Students are give the rest of the test in small groups. All relevant Special education testing modifications are followed. The writing section is scored by our Literacy Coach, Joan Jubella and a group of English teachers. Ms. Kott trains the teachers and oversees the scoring. The test is then returned to Ms. Cahr's office in the proper packaging by Ms. Kott.

Ms. Kott, administers the test with the same security and testing conditions as all other State tests. Once the NYSESLAT scores are received in August, the ESL teacher disaggregates the scores, determining whether students scored beginner, intermediate or advanced for the following sub-component levels: Reading, Writing, Listening, and Speaking. We use the following ATS reports to determine students overall and subcomponent scores: RNMR, RLAT, REXH and the RYOS. The ESL teacher clusters students by grade levels and then breaks down the scores first by overall performance level then by the components to determine which subgroups each student needs to address. This is done for not just the current score but the score the previous year so each child's development in the subgroups can be tracked. Additionally, the teacher lists the number of years each student has been receiving service, the native language, SIFE status and any Special Education services. This information is then used to cluster students into two classes in ninth and tenth grade and one class in grades 11 and 12. The ESL teacher focuses any pull-out instruction on the sub-component each student needs improvement on. For example, students needing improvement in writing skills are pulled-out together and put into one class in the ninth grade while reading skills are targetted with another group. The staff is then given relevant information including years of service, native language, special education identification and the overall level of each student and the sub-group levels. The ESL teacher reviews the information

at staff meetings then meets with each grade level to discuss specific student needs, accommodations and to assist in directing instruction.

2. Parent Orientation meetings are held starting in September, then as needed per new admits. Parents are sent letters inviting them in English and their native language to attend this meeting. We follow-up with this communication with a phone call from a bilingual Paraprofessional in their native language the week before the meetings to remind them to attend. Parent Orientation Meetings are held by the ESL teacher, Assistant Principal, and the Parent Coordinator. Our Parent Coordinator, Alane Sosa, and Assistant Principal, Jaime Guzman, provides translation services. Parents are informed of their three program choices in New York City in several ways. First, parents are informed of the three choices in the Entitlement letter. They then come to the Parent Orientation Meeting where they read about the three choices in the Parent Brochure and see the data behind these choices in the video. After the video, parents again see these choices in the Parent Selection Form. We work diligently to ensure 100% attendance to our Parent Orientation Meetings so we vary the times to meet parent schedules. Should a student arrive mid-year, the parent is called in for a meeting after the LAB-R is administered and the results are calculated.

3. Every September, entitlement letters on school letterhead and in the parent's preferred language are mailed home and given to each student. As well as Entitlement letters, we send continued Entitlement letters, asking parents to sign and have their child return the copy to school acknowledging their awareness of their child's continued services. If the letter is not returned, parents are called and asked to verify that they received the letter and to return it to the school. Records of the calls are kept. In addition, letters are handed out and collected at parent orientation and meetings. Letters are stored in a secured binder in the AP's, Mr. Guzman's, office and collected by Mr. Guzman and Ms. Kott. Copies of letters are handed out by the Family Group advisor during Parent-Teacher conferences and mailed home with the first report card if the parent does not attend.

4. Currently, only 6% of our parents have requested bilingual classes, therefore, we follow our parent choice and have free-standing ESL. We explain our push-in/pull-out program. At parent meetings, all program options are explained and relevant literature describing each program is given to the parent in both their native language and English. A translator is arranged in the parent's native language and they guarantee the parent's understanding of their options. The Parent Orientation video is also shown. Parents choose their program of choice on the Parent Selection Form. We keep a spreadsheet tracking parent choice by student. We use this spreadsheet to monitor parent choice and make sure that our current programs match parent choice. As stated above, 94% of our parents have chosen Freestanding English as a Second Language, the remaining 6% do not total 15 students in two contiguous grades so at this point we are honoring parent choice.

5. We received one new admit who met the above criteria this year. We have 48 ELLs and three general education parents and one Special Education parent indicated they wanted a Bilingual program. They were met with by the ESL teacher, Guidance Counselor and Parent Coordinator, educated in their rights, helped to choose several schools with the program, sent to those schools and to the Office of Enrollment. They were refused admission by the schools and told all the programs were full by the ISC and sent back to us. We placed them in our free-standing program, give them their mandated minutes and require them to come 3 days a week for PM tutoring. Currently, we have 2 special education students whose IEPs mandate Bilingual education. Their parents were contacted and asked to meet with the ESL teacher, a Special Education Teacher and the Assistant Principal. Program choices were explained to the parents and both chose to have their child remain in ESL. Bilingual para-professionals are provided as per their IEPs. One tenth grade parent wants his son returned to a bilingual self-contained class. The Office of Student Enrollment (OSE) refused to place him last year and the two schools he went to refused to admit him. He remained with us and was transferred to a different school, as per his request, for September. He decided it was too far from home and returned to us and is in a free-standing program with a bilingual para. The rest of our ESL population has either been in a monolingual program, wanted to switch into one for high school or it was done so without their knowledge and they want to remain.

6. An ESL program is provided as per parent request. Only one Special Education student's parent (10<sup>th</sup> gr.) and three general education students' parents (2 9<sup>th</sup> gr. and 1 10<sup>th</sup> gr.) requested a bilingual program. The school only employs free standing ESL, as per state regulations, so parents who request a different program are educated in their rights and directed back to the OSE and to schools with bilingual programs. They also meet with the school's guidance counselor who helps identify local schools possessing their desired program.

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										4	3			7
<b>Push-In</b>										7	6	6	6	25
<b>Total</b>	0	0	0	0	0	0	0	0	0	11	9	6	6	32

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	22
SIFE	6	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	30

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	9	1	2	9	4	3	30	1	17	48
Dual Language										0
ESL										0
<b>Total</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>30</b>	<b>1</b>	<b>17</b>	<b>48</b>

Number of ELLs in a TBE program who are in alternate placement: 2

### C. Home Language Breakdown and ELL Programs

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										18	19	5	5	47
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	19	19	5	5	48

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. a. The ESL program utilizes a Push-in and Pull-out model. The ESL teacher Pushes-in to Social Studies, Science and English classes. Because students are served in classes, the push-in model allows us to serve a diverse student body while ensuring that all servicing requirements are met for students at each level. Additionally, students, especially the beginners are given the same opportunities to take as wide a diversity of course offerings as their native English speaking peers. For example, our ESL teacher instructs the ninth grade as a group for 180 minutes each week meeting the service requirements for the Advanced students. She pushes-in to the ninth grade English class four times per week. There, she sees our intermediate and beginner students for an additional 240 minutes completing service requirements for the intermediate students. She then sees the beginners in a pull-out with the 10<sup>th</sup> grade beginner students 3 times per week for a further 120 minutes so our ninth grade beginners receive 540 minutes per week. The pull-out enables the students to focus instruction solely on the unique needs of newcomers.

b. Students travel as a block in cohorted classes. Students are heterogeneously grouped in classes with former ELLs and native language speakers to encourage interaction in English. Beginners and Intermediate students in the upper grades participate in pull-out to further target their specific language acquisition needs.

2. The Push-in ensures that mandated minutes are met because the ELLs are spread throughout the four grades and across all three levels. Our class periods are 60 minutes each and students in each grade are cohorted. Our ELL students are placed in 2 cohorts in the ninth and tenth grades and one cohort in the eleventh and twelfth grade. Cohorting the students in heterogenous classes allows us to more easily meet the mandated minutes and gives students greater opportunity to interact with exited ELLs and native English Speakers. They are also a mix of mandated, LTE and LTE Sp. Ed. students. The licensed ESL teacher works with students in all four grade levels. Ninth and tenth grade beginner students are pulled-out heterogeneously. In addition to their mandated ESL minutes, all students, regardless of level, receive ELA with their cohort. However, every attempt is made to schedule pull-out during this time. As we do not pull-out our advanced students, in addition to their ESL minutes, our ninth grade students receive 8 periods a week of ELA and our tenth, eleventh, and twelfth grade students receive 4 periods a week of ELA for a total of 480 minutes and 240 minutes respectively. Student's native language skills are supported in class during groupings as students who are non-English speaker are grouped with bilingual and native speakers. Additionally, students are given assignment in their native language as well as English. They are also allowed to respond in their native languages for specified assignments. Spanish speakers receive a minimum of one year of Spanish. Many students are then enrolled in an advanced Spanish class.

a. Each of our periods is 57 minutes long. The ninth grade students meet 4 times per week as a group with the ESL teacher. Ninth grade

## A. Programming and Scheduling Information

is pushed into 4 times which meets the requirements for Intermediate and Advanced students. Beginner students are pulled out 3 times to meet the requirements for Beginners and provides them with extra support. The tenth grade is pushed in to 6 times a week. The beginners meet 3 times a week for pull-out with the ninth graders. The Eleventh grade, all advanced and intermediate students, are pushed into three times and the intermediates are pulled out three times. The twelfth grade, all intermediate students, are pushed into three times and pulled out three times with the eleventh grade.

3. Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. As a projects based school, the ESL teacher works directly with the students in small groups providing instruction through the content areas and supplementing as needed to target each students' needs. This allows the the ESL teacher to work with the subject area teachers to better scaffold and differentiate instruction for the the ELLs. The subject area teachers are also able to extend this training throughout other areas of their instruction. The ESL Teacher is also able to learn the mainstream content and target entry points for their students. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. Additionally, each class with beginners has a bilingual para-professional assigned to the class to help with those students' translation needs. Additional time is provided after school. Many assignments are adapted to students' levels. Students receive bilingual dictionaries when needed as there are sets available in every classroom and one has been provided for the beginners to carry with them and bring home.

Some of the methods teachersemploy are the use graphic organizers in the subject area classes., including; T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) to help with comprehension. We also implementation cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes □

Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing, visuals and sentences. Definitions include content area terminology as well as conversational language.

4. At this time we do not have a TBE or Dual Language program that would have us evaluating in their Native Language. We are also an alternative assessment school that does not take Regents exams except for English so students do not require translation services for exams.

5. A. SIFE students are identified at the beginning of the school year. Parents of all SIFE students are called and the ESL teacher, Assistant Principal, Parent Coordinator and the students staff advisor attempt to meet with the student and their parent to identify the cause of the concern, discuss a plan to aid the student in improving their attendance and implementing a tutoring schedule with the ESL teacher and the subject area teachers to help bring the student up to grade level. If the parent is unavailable, the meeting is held with the student and the parent is called to seek their assistance in implementing the program. The student's attendance is monitored by the Advisor and ESL teacher and the parents are called if a pattern begins to develop. Should attendance become an issue, the Parent Coordinator brings the concern to the attendance committee who use their resources to help the student. During tutoring, subject are teachers focus on each students' deficiencies while reinforcing new material. Each content area teacher works with a Special Education teacher in one of their cohorts. They jointly modify their materials for the special education students. These materials are often used to differentiate instruction for SIFE students in conjunction with grade level materials to help scaffold the students to be able to work at grade level. When necessary, although we use a monolingual program, materials are given in the students' native language to aid in acquisition. Students can also receive help during our daily advisory period called Family Group. Their advisor, a licensed teacher, works with students to help them better understand and complete their assignments. They have access to each students progress reports Edline.net and help monitor their progress in each content area, consulting with content teachers to provide supplementary materials to students as needed.

B. Newcomers will receive ESL methodologies through a push-in and pull-out model by the ESL teacher. New ESL students will pair up with another bilingual English proficient student who speaks their native language. They will also receive tutoring during the week and on Saturdays. They will receive periodic assessments based on the information being taught in their classes, including ESL, to ensure that they are progressing, and intervention strategies will be provided if they are not. Subject area teachers make use of bilingual materials available to them to help aid the student. Bilingual paraprofessionals are assigned to each class with newcomers and they help translate for the students. The paras have received extensive professional development from our ESL Teacher and work with her during class so they can observe her techniques. During tutoring and Saturday School, the ESL teacher addresses the English Regents. Students are given direct instruction on the test starting in the second semester of tenth grade, practicing their reading comprehension, listening and note

## A. Programming and Scheduling Information

taking and learning about the different forms of writing required. Students are given materials, including extra vocabulary, to study at home.

C. 4th-6th year students are individually assessed by the ESL teacher at the start of school to determine their strengths and weaknesses. Writing and reading diagnostics are administered and the results are discussed with the subject teachers and the student so target areas can be determined and addressed. The ESL teacher then uses this information along with the NYSESLAT to design a program for use in ESL. Instruction is normally focused on further acquisition of reading and writing skills as the majority of students are at or near proficiency in speaking and listening. The ESL teacher focuses their instruction on helping students acquire the targeted skills and extend its use to the subject areas. Instruction is also more focused at this time on acquiring content area terminology and reading and writing across the subject areas. The teacher works with the subject area teachers to help them differentiate instruction to focus on the students needs. Teachers make use of group assignments, pairing the student with another student who has strong skills in those areas. They also provide extra instruction on content area vocabulary acquisition and give students extra vocabulary sheets to aide in content knowledge acquisition.

D. Long-term ELLs are fully serviced as per their NYSESLAT scores. Assessments are made to determine which modalities need to be addressed. The student's attendance, admission and test history are researched to help determine possible causes for the student's status and addressed as needed. Students are encouraged to come to tutoring after school and on Saturdays. Tutoring focuses on content area acquisition as well as intensive language acquisition instruction. We are currently implementing WritetoLearn. We piloted it in the ninth grade last year and are starting it in the tenth grade this year.

6. All our teachers co-plan and/or co-teach their lessons with a Special Education teacher who is an expert in the subject area. In conjunction with the ESL Teacher, they work together to modify the curriculum to meet each individual students' needs. The special education teacher will often modify assignments and provide supplementary materials in addition to the ESL Teacher. The two departments have worked closely to share techniques and determine what interventions are necessary to aid each child. Vocabulary words are provided to supplement materials. Lessons are scaffolded to ensure comprehension. Materials are often modified and rubrics are modified as needed. Students language needs are targeted with the following programs as necessary: Wilson Reading, Read Naturally, Basic Writing Skills Great Leaps and WritetoLearn.

7. Special needs students are serviced as per their IEPs. CTT students are serviced in class by the ESL teacher and the Sp. Ed. teacher.

### Native Language Usage and Supports

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

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

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

**B. Programming and Scheduling Information--Continued**

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

8. Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers will color code problems to help students learn the order of operations, use number sense, review basic operations, and work with students on extra problems. There is also an extra math teacher in the class to give extra help to students. They will translate instructions as needed. All ninth grade students are assessed through Scan-tron and Read Naturally at the start and end of each year. We use this to determine target areas in reading comprehension and create small groups to be taught by the ESL and Special Education English specialist. Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student's levels. Special Education ELLs are also serviced through our certified Wilson Reading Specialist. They are also given Read Naturally, Basic Writing Skills and Great Leaps as needed. Our general education ELLs are given Read Naturally and Basic Writing Skills as needed. Last year we began a pilot in our ninth grade English classes using WrritetoLearn during one of the periods the ESL teacher pushes-in. We are currently planning to begin expanding it to the tenth grade.

Additionally, the following services are being offered for LTE, SIFE and Advanced ELLs with specific targets toward Sped. ELLs.

AIS in ELA is being implemented in several different ways:

- ELA teachers offer individual and small group tutoring to students after school, and on Saturdays.
- A zero period reading and writing intervention program will be implemented for at-risk 9th graders.
- The ELA department offers a supplemental Regents prep course to Senior students who have previously not passed the ELA Regents in their Junior year.
- The ELA department offers a supplemental non-fiction current event class 10th graders who are struggling readers and writers.
- The ELA department offers a supplemental multi-media class that uses creative writing and other media to help develop writing fluency and reading in a variety of genres.
- Family group advisors provide homework help in a small group setting one period every week for 45 minutes and create academic action plans with students and families.
- Our partner, BronxWorks, provides tutoring through its after school program.
- Our summer program provides academic support and credit recovery for at risk students in ELA.
- All 10th grade students complete an additional 30 minutes weekly in an after school workshop focusing on service learning and writing skill development.
- The ELA department offers after school credit recovery classes for students

AIS in Math, Science and Social Studies is being implemented in several different ways for the sub-groups listed above:

- Teachers offer tutoring to students after school and on Saturdays.
- Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families.
- Our partner, BronxWorks provides small group tutoring in its after school program.
- We provide a summer program for academic support and credit recovery for at risk students in math.
- In preparation for PBATs, students work with teachers on Saturdays, as well as after school.

Credit recovery classes for students

- A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.

## 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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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. Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers will color code problems to help students learn the order of operations, use number sense, review basic operations, and work with students on extra problems. There is also an extra math teacher in the class to give extra help to students. They will translate instructions as needed. All ninth grade students are assessed through Scan-tron and Read Naturally at the start and end of each year. We use this to determine target areas in reading comprehension and create small groups to be taught by the ESL and Special Education English specialist. Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student's levels. Special Education ELLs are also serviced through our certified Wilson Reading Specialist. They are also given Read Naturally, Basic Writing Skills and Great Leaps as needed. Our general education ELLs are given Read Naturally and Basic Writing Skills as needed. Last year we began a pilot in our ninth grade English classes using WritetoLearn during one of the periods the ESL teacher pushes-in. We are currently planning to begin expanding it to the tenth grade.

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- A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.

The Special Education teacher and literacy coach are targeting Sped./ELLs and LTE students:

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

**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)?

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

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

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

1. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. She also attends workshops with our Network, CFN 102, and works closely with our ELL instructional coach at the Network. This work includes Inquiry groups and Professional Development. In addition, the ELL teacher will often utilize workshops given by outside agencies like the New York Times.

The ESL teacher may bring English and subject area teachers to PD. The ESL teacher provides professional development for teachers and other relevant staff members in the building during staff meetings, on professional development days and during department meetings. She turn keys PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs. Our ESL teacher has received extensive training in implementing SIOP in the classroom from one of its developers, Deborah J. Short, from the Center for Applied Linguistics. It is specifically designed to infuse language instruction into the content areas. They are using the text Making Content Comprehensible for English Language Learners: The SIOP Model. Using the workshop model, teacher representing each department and grade level, discuss ways to improve instruction for ELLs in their classes. They than turn-key their PD to their departments with the help of the ESL Teacher.

This year we are also working with our Network ELL Instructional Coach to help assess our professional development needs as a professional community and develop PD for our staff. We plan on developing pd that would target all providers to ELL students, including: paraprofessionals; administration; guidance counselors; school psychologists; general education teachers; special education teachers; and all support staff.

2. Teachers are provided with background information on each student such as: NYSESLAT scores and years of service. Also, the ELL teacher attends the three day ninth grade orientation and meets and evaluates each student and reports back to the teachers. We plan on holding meetings for parents to understand the programs and offerings that they will see in their next setting.

3. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ESL teacher also trains teachers on the techniques she acquires from the outside workshops she attends. Teachers are being trained to use SIOP in the classes. Our ESL teacher has received extensive training in it and meets weekly with a cross-section of teachers who are then able to turn-key the training to their departments and staff. Training occurs during staff meetings, on professional development days and during department meetings. Minutes are kept of the meetings. Our network ESL coach, Maria is coming to school to train our personnel based on our data and student needs.

**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%

## 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?

-Translation services are provided in Spanish by our Assistant Principal, Parent Coordinator and 3 bilingual paraprofessionals. Translation services are provided in French by a bilingual paraprofessional.

1. Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team.

Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals. Additionally, parents have access to our on-line system Edline.net where teachers post their gradebooks, and assignments and progress reports. They can track their child's progress in each class on a daily basis.

2. We work closely with our Community Based Organization, Bronx Works, to provide opportunities for the families in our school community to be informed and involved in the planning and implementation of our ESL program. They offer a variety of services to parents of ELLs, including: English classes, legal aide, and immigration help.

3. The school uses the Learning Environment Survey to evaluate the needs of the parent community. Furthermore, the school also provides an orientation for all grade levels in order to inform parents of the goals and expectations for their child and to answer parental concerns. The parent coordinator is available to speak and assist parents. Family group advisors also keep in regular contact with the parent of the students in their group and aid in determining their needs.

4. Our parent community has requested improved communications with teachers concerning grades and assignments. Therefore, the following has been implemented:

- Edline grading system that gives parents access to the most recent student progress and allows parents to email teachers with concerns.
- Family group advisors are pivotal in maintaining parental involvement and remain with the student throughout their 4 years in school to develop a personal relationship with the student. All communication is bilingual.
- We have offered Saturday ESL classes for parents.
- We meet twice yearly with parents at a meet the teacher night to fully explain all our course offerings and support services.

## B. Programming and Scheduling Information--Continued

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9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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The Special Education teacher and literacy coach are targeting Sped./ELLs and LTE students:

## 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

## 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)?

## 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.

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3. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ESL teacher also trains teachers on the techniques she acquires from the outside

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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. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. She also attends workshops with our Network, CFN 102, and works closely with our ELL instructional coach at the Network. This work includes Inquiry groups and Professional Development. In addition, the ELL teacher will often utilize workshops given by outside agencies like the New York Times.

The ESL teacher may bring English and subject area teachers to PD. The ESL teacher provides professional development for teachers and other relevant staff members in the building during staff meetings, on professional development days and during department meetings. She turn keys PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs. Our ESL teacher has received extensive training in implementing SIOP in the classroom from one of its developers, Deborah J. Short, from the Center for Applied Linguistics. It is specifically designed to infuse language instruction into the content areas. They are using the text Making Content Comprehensible for English Language Learners: The SIOP Model. Using the workshop model, teacher representing each department and grade level, discuss ways to improve instruction for ELLs in their classes. They then turn-key their PD to their departments with the help of the ESL Teacher.

This year we are also working with our Network ELL Instructional Coach to help assess our professional development needs as a professional community and develop PD for our staff. We plan on developing pd that would target all providers to ELL students, including: paraprofessionals; administration; guidance counselors; school psychologists; general education teachers; special education teachers; and all support staff.

2. Teachers are provided with background information on each student such as: NYSESLAT scores and years of service. Also, the ELL teacher attends the three day ninth grade orientation and meets and evaluates each student and reports back to the teachers. We plan on holding meetings for parents to understand the programs and offerings that they will see in their next setting.

3. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ESL teacher also trains teachers on the techniques she acquires from the outside workshops she attends. Teachers are being trained to use SIOP in the classes. Our ESL teacher has received extensive training in it and meets weekly with a cross-section of teachers who are then able to turn-key the training to their departments and staff. Training occurs during staff meetings, on professional development days and during department meetings. Minutes are kept of the meetings. Our network ESL coach, Maria is coming to school to train our personnel based on our data and student needs.

## 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?

-Translation services are provided in Spanish by our Assistant Principal, Parent Coordinator and 3 bilingual paraprofessionals. Translation services are provided in French by a bilingual paraprofessional.

1. Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team.

Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals. Additionally, parents have access to our on-line system Edline.net where teachers post their gradebooks, and assignments and progress reports. They can track their child's progress in each class on a daily basis.

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2. We work closely with our Community Based Organization, Bronx Works, to provide opportunities for the families in our school community to be informed and involved in the planning and implementation of our ESL program. They offer a variety of services to parents of ELLs, including: English classes, legal aide, and immigration help.

3. The school uses the Learning Environment Survey to evaluate the needs of the parent community. Furthermore, the school also provides an orientation for all grade levels in order to inform parents of the goals and expectations for their child and to answer parental concerns. The parent coordinator is available to speak and assist parents. Family group advisors also keep in regular contact with the parent of the students in their group and aid in determining their needs.

4. Our parent community has requested improved communications with teachers concerning grades and assignments. Therefore, the following has been implemented:

- Edline grading system that gives parents access to the most recent student progress and allows parents to email teachers with concerns.
- Family group advisors are pivotal in maintaining parental involvement and remain with the student throughout their 4 years in school to develop a personal relationship with the student. All communication is bilingual.
- We have offered Saturday ESL classes for parents.
- We meet twice yearly with parents at a meet the teacher night to fully explain all our course offerings and support services.

## 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)										6	2	0	0	8
Intermediate(I)										7	6	5	5	23
Advanced (A)										6	11	0	0	17

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	19	19	5	5	48

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										2			
	I										1	1		
	A										6	5	1	1
	P										10	13	4	5
READING/ WRITING	B										4	2		
	I										9	9	5	5
	A										6	8		1
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	5	0	2	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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?

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 07x427      **School Name:** Community School for Social Justice

**Cluster:** 1      **Network:** CFN 102

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

**Part A: Needs Assessment Findings**

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

We use ATS reports to ascertain the home language of our students. For new admits we use the HLIS. As well, at the beginning of the school year, family group advisors contact the homes of new admits and ascertain the language the parents/guardians speak and read in order to provide effective communication with our families. Currently, the ATS report RAPL indicates that 40 ninth grade parents, 34 tenth grade parents, 15 eleventh grade parents and 16 twelfth grade parents requested information be sent to them in Spanish. One ninth grade parent reported they speak French but requested written information in English. I spoke with them to verify and they indicated they prefer information be sent in English. This information was given to the school community during a staff meeting.

We then use this information to ensure that all written and verbal communication (such as the phone messenger system) goes home in English as well as in the parents'/guardians' preferred choice of language.

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

Approximately 45% of our parents prefer communication in Spanish. One incoming ninth grader has French speaking parents but they also speak English. The ESL teacher spoke with them and they indicated they are comfortable with communication in either language. Findings were announced during a staff meeting.

## Part B: Strategies and Activities

---

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

The school provides all communication to parents in both Spanish and English. For written translations, we utilize the Department of Education's translation services as well as school staff. For translation during meetings and conferences, we use bilingual school staff to translate including our assistant principal, Spanish teacher, parent coordinator, and paraprofessional. Our phone messenger system sends messages and information to parents in both English and Spanish.

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.

Translation services are available to all teachers and parents when requested. We utilize a bilingual Assistant Principal, Parent Coordinator, Spanish teacher and Paraprofessionals who speak Spanish and French. All oral translation services are provided in-house by school staff. Our phone messenger system sends messages and information to parents in both English and Spanish

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>.

As from the above information, the school sends all notifications to parents in both English and Spanish including the student and parent handbook which is provided at the beginning of each school year and which contains required Chancellor's Regulations, school safety information, graduation requirements, bell schedule, staff directory, and other important information about school policies and support resources. Additionally, we send bilingual monthly parent letters, announcements and calendars. Our Parent Coordinator sends documents to the DOE's translation services when said documents are prepared in advance. If documents need to be translated quickly, they are done so in-house by our Spanish Teacher, one of three paraprofessionals who speak Spanish. One of our Para-professionals provides translation services in French. All of the documents we send home are sent out to all parents in both Spanish and English. Our Parent Coordinator ensure the one parent who has indicated they speak French, although they read English, receives documents in French. We have posted by the entrance a sign stating that Spanish oral translation services are available. Our phone messenger system sends information home in both Spanish and English.

## 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: Community School for Social Ju	DBN: 07x427
Cluster Leader: CFN 102	Network Leader: Allison Sheehan
This school is (check one):    ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ✱Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: 20 Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our supplemental program has two components:

Part I.

During the school year, CSSJ will provide ELL students with high quality instruction during a Saturday Academy program to supplement content area learning for our ELL students. Staff will include our licensed ESL teacher, licensed content area teachers in each subject plus a supervisor and will be conducted in English. Students will be directed toward the content area they are struggling with. The ESL teacher will rotate with the students through the content areas working with a different content area teacher each week. The teachers, consisting of a Math, Science, Social Studies and English teacher, will meet with the ESL teacher to plan. The program is targeting SIFE and Long Term ELLs. The program will be meet from 9:30am-12:30pm and begin in December and run on Saturdays through January. It will continue in May through the end of the school year. It will service up to 30 of our beginner and intermediate ELL students.

Rationale for the program is to offer enrichment in language development and achievement in content areas with a special focus on math and ELA achievement. Ninth, tenth, eleventh and twelfth grade students will receive additional support in researching and writing their Performance Based Assessment Tasks. Our ESL teacher will team teach with the content area teachers listed above. The following will be implemented:

-Scaffolding in an essential part of the instructional delivery of the program, such as: modeling, bridging, schema building, contextualization, texted representation and meta-cognition.

-Conferencing with students and informal assessments.

-Acquisition of lexicon necessary for academic progress.

Supplies for this program will include:

-Bilingual dictionaries for each student to aid in language acquisition in the content areas.

-Ninth and tenth grade students will use the WritetoLearn program to improve their reading and writing skills.

## Part B: Direct Instruction Supplemental Program Information

-Paper, markers, pens, poster paper and chart paper

Various materials including fiction and non-fiction will be purchased

-Funding will include per-session pay for teachers and the Assistant Principal

Part II.

We have planned an after school tutoring program for our ELL students, targeting at risk ELL students. It is a year-long program and is taught by the ESL teacher. It will focus on reading and writing acquisition for newcomers and long-term special education student. It will be an ESL/ELA tutoring program. It will take place on Tuesdays and Thursdays from 2:50-3:30. Additionally, two early bird programs will service students on Tuesdays and Thursdays from 8-8:30 am. We will service 20-30 students each semester.

To support this program, we will purchase:

-Renewing the license for the computer based language acquisition program called Write to Learn

-Desktop, laptop and tablets to help administer the program

-Target level supplemental novels for use after school, at home and in classes

-Classroom supplies such as pens, copy paper, notebooks and markers

## 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:

Bi-monthly study group sessions focusing on implementing Sheltered Instruction Observation Protocol into the content core curriculum. We will be using the text Making Content Comprehensible for English Learners: The SIOP Model by Deborah J. Short. It will be led by the ESL teacher and includes 7 subject area teachers. The ninth and tenth grade Science and Math teachers and the ninth grade English teacher will participate. Additionally, our ninth and tenth grade ICT Special Education teacher who specializes in Social Studies and the ninth and tenth grade SETTS teacher will participate as they are new teachers who have several classes with ELLs. These teachers were chosen because the majority of our ELLs are in those grades. These teachers have expressed an interest in learning to provide better instruction to the large number of ELLs we have. It will take place on Wednesdays from 3:30-4:30 p.m. from November through June.

We received 16 ELLs in the ninth grade this year and we have 14 ELLs in the tenth grade many of whom are either new to our school, have Special Education services or are struggling to acquire English. As all our students have to complete Pbats in the content areas as graduation requirements, our content area

**Part C: Professional Development**

teachers need to focus on writing skills and the particular needs of ELLs. These teachers will be working with the students during the Saturday Academy. The lesson planning protocol helps teachers infuse language instruction into content areas better enabling them to meet ELLs’ needs. Per session pay will be provided for the teachers and Assistant Principal.

**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:

On September 22, 2011 the school will hold Curriculum Night to introduce parents to the curriculum structure in each grade level. A special session is held for ESL parents to review how they can assist their child at home. Emphasis is placed on study skills, checking homework, checking their child's electronic gradebook (Edline) and understanding the PBAT process.

Parents of ELLs will be invited to participate in a parent workshop series to be held two Wednesdays afternoon and one Saturday morning. The program will focus on helping their children with: study skills, note-taking skills, implementing a reading program at home, understanding the importance of our PBAT system, available college resources and application process, and how to meet graduation requirements. This will show parents how to help their child improve their language skills and to become more successful in school. We will service all ELL parents (45) at each session and the program will be taught by our licensed ESL teacher, a licensed English teacher, and an administrator, who will translate in Spanish, and be conducted in English. The dates for these meetings will be on:

- Thursday, Spetember 22, 2011 (5:00pm-7:00pm)
- Wednesday, February 1, 2011 (1:00pm-2:30pm)
- Saturday, May 19, 2011 (10:00am-11:30am)

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		