



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2012-2013  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME:** THE COMPUTER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 03M245

PRINCIPAL: HENRY ZYMECK EMAIL: HZYMECK@SCHOOLS.NYC.GOV

SUPERINTENDENT: ILENE ALTSCHUL

### 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
Henry Zymeck	*Principal or Designee	
Erica Butler	*UFT Chapter Leader or Designee	
Barbara Mellor	*PA/PTA President or Designated Co-President	
James Wesley	Member/Parent	
Lesley Friedland	Member/Parent	
Mindy Mervis	Member/Parent	
David Gerould	Member/Parent	
Sylvia Jackson-Vasquez	Member/Staff	
Lisa Mifflin	Member/Staff	
Erin Hill	Member/Staff	
Josh Weissberg	Member/Staff	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - To increase the overall achievement and progress of students in mathematics with the target of reaching 40% of the school's Peer Range in median growth percentile on the 2013 NYS Mathematics examination, up from 29.8% in 2012.

### **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.

After analyzing progress report data for the school, it was determined that while student performance in math was around the 80<sup>th</sup> percentile citywide, progress made by students in math was only at the 30<sup>th</sup> percentile of our peer school horizon and at the 47<sup>th</sup> percentile citywide. We need to identify specific student groups that are underperforming and determine the reasons that led to the underperformance.

### **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) key personnel 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.
- September 2012: Principal and Math teachers will perform an analysis of student performance on NYS grade level tests in 2012
- September 2012: Teachers will give diagnostic assessments and use formative and summative data to ensure that students are appropriately placed in leveled math groupings
- September 2012: The size of leveled class grouping will be modified to better meet the needs of both higher and lower achieving students
- September 2012: Teachers will be assigned to classes in a manner that facilitates and encourages collaborative planning and goal setting
- October 2012: Teachers will use periodic assessment data and in-class assessment data to promote and monitor higher-order skill development
- September 2012-June 2013: Teachers will effectively utilize technology to promote engagement and to differentiate instruction
- September 2012-June 2013: Students struggling with math curricula at all levels will participate in extended day classes to receive additional

targeted assistance

- January 2012: Student teachers from TC will provide differentiated challenges for our most advanced students by enabling them to study advanced coursework
- October 2012-June 2013: Teachers who fared less well on TDRs will have more individualized support, including observations and feedback

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- The school will continue to implement and refine a standards-based grading system that better informs parents regarding individual student progress specific skill and content areas.

Historically, parent involvement (as measured by attendance logs at school-wide events and log-ins to online grade book) and parent satisfaction (as measured by parent surveys) are both consistently high. The school will continue to reach out to parents to maximize involvement by:

1. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress.
2. Having a PT conference framework that enables all parents to have access to each of their child's teachers.
3. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
4. Posting rubrics online and sending home student work regularly.
5. Inviting parents to cultural events and showcases at school, e.g. academic fair.
6. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.
7. Parents are trained on how to use ARIS Parent Link.
8. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

### Budget and resources alignment

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  X  Other

If other is selected describe here:

1. Professional development for all teachers is funded via per session FSF funds, with funding support from our CFN
2. After-school programs providing targeted assistance will be paid for by the Parents Association
3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies
4. Technology resources are funded in OTPS by FSF and NYSTL allocations, and a Reso A technology grant of \$100K for new laptop computers

has been received for FY2012. Additional needs are supplemented by PA as necessary.

5. PA has awarded grant funding for human resources in Guidance, ESL, and Arts education to ensure that maintaining these critical support personnel does not impact instruction or class size in other curricular areas.

Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing

### **Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In addition to the maintaining of a warm, highly-structured, safe and welcoming environment, the school actively participates in NYC's Respect For All initiative, and has brought in Wellness In The Schools to improve the quality of school meals. We require all students to complete a Community Service project and we participate in several "green" initiatives. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing. These supports are used to create an environment where instructional strategies have the maximum effect on student learning. As a result of these strategies, the school has maintained an "A" on its School Environment section of its Progress Report in each year since these reports have been compiled.

## 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.  
To increase literacy skill development for all students by integrating CCCS literacy standards for social studies and science into planning, teaching and assessment practice. Students will progress at a median growth percentile of 70% on the 2013 NYS ELA Test (up from 68% in 2012), with over 75% of all students meeting or exceeding State standards, i.e. level 3 or 4 (up from 73.9% in 2012).

### **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.

After analyzing progress report data for the school, it was determined that while student performance in ELA was at the 86<sup>th</sup> percentile of its peer school group, and overall student progress was at the 60<sup>th</sup> percentile of its peer school group, there was significant room for growth. We need to ensure that literacy skill development is being supported in subjects other than ELA. We need to determine specific skill areas that will be targeted in subjects other than ELA, and to put a communication and feedback framework in place that empowers non-ELA teachers to collaborate with ELA teachers so that skill development in these specific areas will be encouraged.

### **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) key personnel 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.
- Principal and ELA teachers will perform a detailed analysis of the performance and progress made by subgroups of students
- Students and student groups that have made less progress in literacy skill development than their peers will be identified
- Teachers will receive professional development aimed at improving literacy achievement for targeted students within their subjects
- Science and SS classes will develop, teach and assess CCCS-aligned units
- Writing targets will be identified for instruction and assessment across the curriculum.
- Subject-specific rubrics will be created which reflect the cross-curricular writing targets
- Data from periodic assessments will be used to monitor skill development each trimester during the year

- Formative, summative and Performance Series assessment data will be utilized to recalibrate instruction throughout the year
- Teachers will accelerate the learning of higher-achieving students in heterogeneous class groupings by differentiating instruction
- Inquiry team meetings will enable teachers to modify lessons, tasks, and assessments in developing a cohesive school-wide assessment framework
- PPT team will identify students at risk of retention and determine intervention strategies on an individualized basis

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Historically, parent involvement (as measured by attendance logs at school-wide events and log-ins to online grade book) and parent satisfaction (as measured by parent surveys) are both consistently high. The school will continue to reach out to parents to maximize involvement by:
  1. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress.
  2. Having a PT conference framework that enables all parents to have access to each of their child’s teachers.
  3. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
  4. Posting rubrics online and sending home student work regularly.
  5. Inviting parents to cultural events and showcases at school, e.g. academic fair.
  6. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.
  7. Parents are trained on how to use ARIS Parent Link.
  8. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 \_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants  X  Other

If other is selected describe here:

1. Professional development for all teachers is funded via per session FSF funds and ARRA citywide instructional expectations funding, with funding support from our CFN.
2. After-school programs providing targeted assistance will be paid for by the Parents Association.
3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies.

4. We will continue to use technology resources are funded in OTPS by FSF and NYSTL allocations, and a Reso A technology grant of \$100K for new laptop computers from FY2012. Additional needs are supplemented by PA as necessary.
5. PA has awarded grant funding for human resources in Guidance, ESL, and Arts education to ensure that maintaining these critical support personnel does not impact instruction or class size in other curricular areas.
6. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In addition to the maintaining of a warm, highly-structured, safe and welcoming environment, the school actively participates in NYC's Respect For All initiative, and has brought in Wellness In The Schools to improve the quality of school meals. We require all students to complete a Community Service project and we participate in several "green" initiatives. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing. These supports are used to create an environment where instructional strategies have the maximum effect on student learning.

### 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.  
To make significant progress towards the implementation of the NYCDOE Special Education Reform initiative as it pertains to our school. Students with special needs will outperform their general education peers, i.e. will achieve 70% median adjusted growth percentile in ELA and in math.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
As a result of the DOE's Special Education Reform initiative, we were required to increase our percentage of enrollment of SE students. We need to ensure that our support framework, including staffing, student grouping, curriculum and scheduling, were aligned with the academic, social and emotional needs of the students. We also needed to assess the needs of each individual student and review their IEPs so that appropriate goals could be established for each student. Finally, we need to implement a monitoring system that ensures that each student is making progress towards achieving these goals. Finally, we need to ensure that all SE students are fully integrated into the social fabric of the school so that they will be highly motivated to achieve rigorous goals.

#### **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) key personnel 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.
- August 2012: An additional certified SE teacher will be hired to meet the needs of the increasing population of students in this category
- September 2012: A SE support team will be developed, including GE and SE teachers, Related Services providers and administrators.
- SE, SETSS and related services providers will collaborate on a regular basis to establish individual needs and to review aspects of each student's IEP
- SE teachers will participate in weekly house meetings to collaborate with GE teachers and to discuss accommodations and strategies for individual students.

- SE and SETSS providers will meet with departmental teams during common planning periods to ensure curricula and assessment practices are aligned within and across subjects and to modify expectations for individual students as necessary

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
  - Providers will reach out to parents to suggest IEP modifications consistent with both LRE mandates and school’s goal to fully integrate all students into the school’s academic and social structure
  - Teachers will regularly reach out to parents regarding progress and issues as they arise
  - SE Teachers will regularly communicate with parents and update administration and staff as to any changes that might affect student performance or behavior, or suggest supports that are needed
  - Parents will be encouraged to take an active part in all aspects of school life, including parent activities, PT conferences and student work showcases, and Parent Coordinator and SE Liaison will monitor participation

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In addition to the maintaining of a warm, highly-structured, safe and welcoming environment, the school actively participates in NYC’s Respect For All initiative, and has brought in Wellness In The Schools to improve the quality of school meals. We require all students to complete a Community Service project and we participate in several “green” initiatives. Title I and Title III allocations are used to support students in financial need and to

encourage parent involvement for ELLs and families in temporary housing. These supports are used to create an environment where instructional strategies have the maximum effect on student learning.

**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) key personnel 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**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### 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:
  - e) strategies/activities that encompass the needs of identified student subgroups,
  - a) key personnel and other resources used to implement these strategies/activities,
  - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - c) timeline for implementation.

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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

### ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Students participate in Writing Center peer tutoring workshops. Students receive SETSS as a mandated or an at-risk service. ELLs receive targeted instruction from licensed ESL teacher; former ELLs are supported at-risk	Students participate in small group intervention classes during extended day.	Students receive SETSS/At-Risk services during the day. Students participate in afterschool workshops offering remediation during Extended Day and Afterschool program.
Mathematics	Peer tutoring Homework Help Math support classes	Students participate in small group intervention classes. Students participate in workshops offering remediation.	Students participate in small group intervention classes during extended day. Students participate in afterschool workshops offering remediation.
Science	Students identified as at-risk will receive extra support via SETSS teacher, counselors, and small group support in afterschool workshops.	Students participate in small group intervention classes during extended day.	Students receive SETSS/At-Risk services during the day. Students participate in afterschool workshops offering remediation during Extended Day and Afterschool program.
Social Studies	Students identified as at-risk will receive extra support via SETSS teacher, counselors, and small group support in afterschool workshops.	Students participate in small group intervention classes during extended day.	Students receive SETSS/At-Risk services during the day. Students participate in afterschool workshops offering remediation during Extended Day and Afterschool program.

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students participate in at-risk counseling in both individual and group settings, focusing on issues that impede academic performance and emotional adjustment	Students will receive services either individually or in small groups.	Services will be provided during the school day.
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**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The Computer School has a longstanding reputation for attracting and retaining highly qualified staff. When vacancies arise, staff is recruited via the NYCDOE’s New Teacher Finder tool, longstanding relationships with Teacher Education programs, and via strategic utilization of the NYCDOE Open Market Hiring System. Teacher candidates are thoroughly screened by a committee of teacher leaders and administrators, and parent input is sought when applicable. New teachers are welcomed as colleagues with a full voice in all aspects of school life. The school embodies a shared leadership model where all staff members have the opportunity to participate fully in making administrative decisions. Professional development is targeted to individual teacher needs as well as school-wide initiatives, and is ongoing throughout the school year. Teaching assignments are carefully tailored to the strengths of individual teachers and to ensure that each teacher is programmed within the scope of the “highly qualified” teacher standards.

**INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

***SCHOOL-PARENT COMPACT***  
**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- ◆ providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- ◆ providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- ◆ fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- ◆ providing assistance to parents in understanding City, State and Federal standards and assessments;
- ◆ sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- ◆ providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- ◆ actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ◆ engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ◆ ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- ◆ support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- ◆ maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- ◆ conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- ◆ provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- ◆ host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- ◆ schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- ◆ translate all critical school documents and provide interpretation during meetings and events as needed;
- ◆ conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- ◆ holding an annual Title I Parent Curriculum Conference;
- ◆ hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- ◆ encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- ◆ supporting or hosting Family Day events;
- ◆ establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- ◆ hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- ◆ encouraging more parents to become trained school volunteers;
- ◆ providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- ◆ developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- ◆ providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

#### ***SCHOOL-PARENT COMPACT***

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

#### ◆ **School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- ◆ creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

◆ **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;

◆ **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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2012-13**

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>Marina Cofield</b>	District <b>03</b>	Borough <b>Manhattan</b>	School Number <b>245</b>
School Name <b>The Computer School</b>			

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

Principal <b>Henry Zymeck</b>	Assistant Principal <b>N/A</b>
Coach <b>Pamela Seuling</b>	Coach <b>Jessica Shalom</b>
ESL Teacher <b>Marsha Noble</b>	Guidance Counselor <b>Erin Hill</b>
Teacher/Subject Area <b>Erica Butler</b>	Parent <b>Barbara Mellor</b>
Teacher/Subject Area <b>Katie Furr</b>	Parent Coordinator <b>Sara Sloves</b>
Related Service Provider <b>Patricia Loehrke</b>	Other <b>type here</b>
Network Leader <b>Marina Cofield</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>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>410</b>	Total Number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>1.71%</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. [@](#)

Paste response to questions 1-6 here

## 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
<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>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	4

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	3	0	0	0	0	0	4	0	0		7
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>		<b>7</b>

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

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

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other <u>HE</u>								0						0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

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								2	2					4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean								1						1
Punjabi														0
Polish														0
Albanian														0
Other								2						2
<b>TOTAL</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. The students in sixth and seventh grades are placed in homerooms together. The sixth and seventh grade students who are in the same homeroom attend the same English, social studies, art, science and computer classes. The students are grouped according to grade and ability for math and Spanish. Each grade goes to physical education separately. The eighth grade students attend departmentalized classes only with eighth grade students.

2. Both the push-in and pull-out models of ESL instruction are used to provide the mandated minutes of services. The ESL teacher pushes

## A. Programming and Scheduling Information

into social studies and English language arts. If a child is being serviced with the pull-out model, removing the child from a core curriculum subject is avoided.

3. All content area instruction is provided in English. The ELLs receive rigorous academic instruction in all their subjects according to New York City and New York State Standards. Teachers assess the students' needs and differentiate instruction accordingly. The teachers talk more slowly, use gestures, employ semantic maps, simplify the vocabulary and draw on the students' prior knowledge to make the material comprehensible. Newcomers are encouraged to speak but are not pressured to do so. A single word answer or phrase is accepted for students who have just arrived from another country. The teacher models a longer response.

4. In the ELA class and the ESL classes the students are actively engaged in developing the four strands of English fluency: listening, speaking, reading and writing. They listen to read-alouds. Shared reading and independent reading are also components of the curriculum. Different genres are read. They draw inferences from texts and predict outcomes. They learn to analyze characters' motives and feelings. They discuss the themes and the author's purpose. Projects include role playing a character from a novel. For intermediate and advanced ELLs the uses of metaphors, similes and idioms are taught. Writing is also an important part of the curriculum. The students write for different purposes and audiences.

In the social studies class the teacher uses maps, graphs, charts and pictures to make the content understandable for the ELLs. The ELLs work in groups, with students that are fluent English speakers, to produce projects. This creates an environment for meaningful and purposeful language.

The science curriculum is based on hands-on learning. The teacher models how to do the experiment. The students then work in groups. This allows the students to be involved in relevant and focused communication. Then they discuss their results and write up their observations.

In the art class the teacher models the project while students listen and view the project at hand. Through their artistic output the students demonstrate an understanding of the artistic concepts that are being taught. The teacher elicits responses from the students about their work.

As previously mentioned, the students are grouped by grade according to ability in math. The math teacher is therefore able to move each student from his current level of competency towards the achievement of the New York State Math Standards.

5a. There are no SIFE students. If we had any, we would give them extra help in reading, math and any subjects they were struggling with. The teachers would differentiate their lessons so that the student would understand the concepts. They would draw on the students' prior knowledge to help them understand the content. In each subject, the teacher would evaluate the student's strengths and weaknesses. The teacher would then know what the student was capable and ready to learn. If there was another student who spoke the same home language, the students would work together whenever possible. The students would receive extended day tutoring. If counseling was indicated it would be provided.

5b. ELLs who are newcomers (enrolled in United States schools for less than three years) receive extra supports. In addition to ESL instruction, they attend extended day classes. Their subject area teachers are cognizant of their limited English ability and therefore differentiate instruction for them. Spanish and math classes are based on ability. If another student speaks their preferred language, whenever possible he/she would have the support of that student.

5c. For ELLs who have been receiving services for four to six years, we analyze the results of the NYSESLAT, Periodic Assessments and class work to identify the student's strengths and weaknesses. The ESL and the ELA teachers concentrate their instruction on improving the weak areas. Some of these students are also receiving the support of the Special Education Teacher Support Services (SETSS) teacher and the speech teacher. In addition they attend extended day classes.

5d. ELLs who are in NYC schools for six years or more are receiving extra services in addition to ESL. They both receive speech. One is in a self-contained special education class, and the other receives SETSS in a general education class. Extended day tutoring is also provided for these students.

## A. Programming and Scheduling Information

6. Teachers of ELLs and Students with Disabilities (SWDs) use the Cognitive Academic Language Learning Approach (CALLA), a content based approach to language that makes content and learning strategies the major focus of instruction while language skills are acquired in context as needed. New vocabulary is learned based on what the students are learning. The students access prior knowledge to make connections to new learning. The teachers use visuals and realia as much as possible. The students are involved in group projects in their ELA, social studies and science classes. The ELLs-SWDs are more likely to feel comfortable speaking in a small group setting. The ELLs use fiction and non-fiction texts, grammar books and subject area books. They use bilingual dictionaries, computers, calculators, art supplies, science equipment, maps, globes and physical education equipment. Students also work with the Smart Board. They listen to compact discs (CDs) and view digital video discs (DVDs).

7. ELL-SWD students in the school's 12:1 self-contained classes are mainstreamed in accordance with mandates with providing the "least restrictive environment" setting. Small group instruction with content area specialists and SE teacher support is provided in all content areas. SE teachers collaborate with ESL teacher to identify and address language issues by modifying curricular delivery and expectations to meet the language development needs of each individual ESL student, and to address these needs in a way that considers both the child's disability and the ESL developmental continuum. Regarding other students with specific disabilities specified via IEP or 504, the ESL teacher confers regularly with service providers and general ed teachers to ensure that curriculum and assessment is modified as necessary to address and accommodate specific language acquisition issues. 1-7 here

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

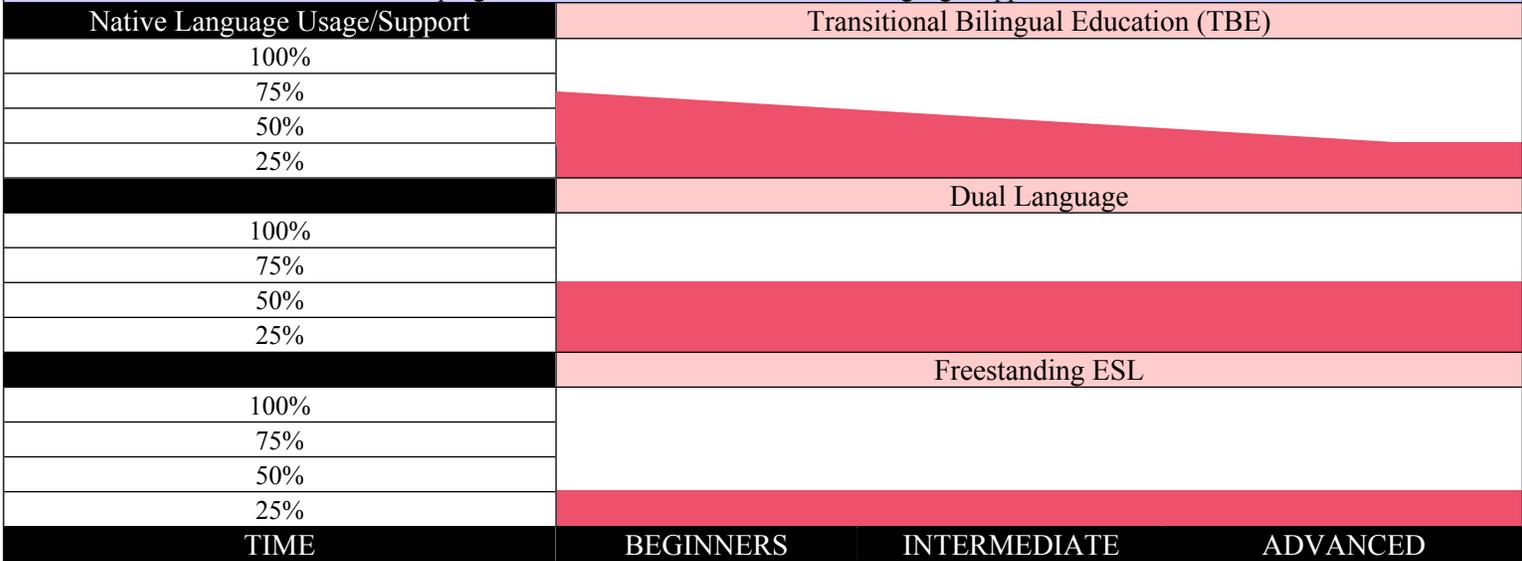
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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. ELLs who are having trouble in ELA, math and other content areas are often paired with a student who speaks their preferred language. They also receive extended-day tutoring.

9. For two years after a student passes the NYSESLAT, he/she is closely monitored by his/her subject area teachers and the ESL teacher to make sure he/she is succeeding. If not, the ESL teacher will give the student extra help.

10. For this year, we are considering purchasing Achieve 3000 software to individualize literacy instruction for our ELLs.

11. At this point, we are not considering discontinuing any programs.

12. ELLs participate in all school programs. They go on school trips which include the eighth grade three-day trip to Montauk. They participate in school-wide trips such as ice skating and field day. They join clubs and teams. They perform in the talent show.

13. ELLs use all curriculum materials that are available to the other students. They read fiction and non-fiction books, textbooks and original sources. They use hands-on science equipment, math manipulatives and art supplies. They use computer software to support their learning in all areas. For reading and writing purposes, they are given bilingual dictionaries and content area glossaries.

14. Native language support is provided by making the students feel proud that they are fluent in a language other than English. When appropriate they are paired with another student that speaks their home language. Spanish speakers can improve their Spanish skills because all students take Spanish. They are tested in Spanish to determine the appropriate placement. All non-Spanish ELLs are also required to take Spanish as a foreign language.

15. All resources and support services are appropriate for the grades and ages of English Language Learners.

16. We do not have any programs for newcomers before the beginning of the school year.

17. The only foreign language that is taught in our school is Spanish. Spanish is a required course for all students.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

All the teachers receive professional development in second language acquisition and ESL methodology. Understanding language acquisition is presented for ninety minutes. For sixty minutes, they learn about what the student is capable of doing at each stage. The teachers learn the difference between basic interpersonal communicative skills (BICS) and cognitive academic proficiency (CALP). That training takes two hours. Finally, the remaining time is spent on using CALLA strategies in their subject areas. The staff spends three hours on this last topic.

### 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?

Parents of ELLs are encouraged to participate in a range of activities. They come to Curriculum Night and Open School Conferences. They are aware that they are eligible to join the School Leadership Team. They join the Parents' Association.

The parent coordinator evaluates the needs of the parents through informal discussions and by asking questions on a survey. The informal discussions and the responses to the survey generate which workshops will be held. The parents are interested in understanding the academic and social needs of the students.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

### NYSESLAT Modality Analysis

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

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

**NYS ELA**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. We use results of LAB-R and NYSESLAT, and ongoing teacher assessments to determine the early literacy skills of our ELLs.

2. Upon reviewing the NYSESLAT data, we found out that five of our eight students were proficient in listening and speaking. The remaining three were at the advanced level. Five students were at the advanced level in reading and writing and three were at the intermediate level. 3. The data indicate that the ESL and ELA curricula should be geared to teaching reading and writing skills.

4a. Our ELLs take tests only in English. The results of our 8 ELLs from 2011 indicate that the students did not meet grade level standards on ELA or Math tests, particularly students with disabilities associated with language skill acquisition.

4b. Results of the periodic assessments are used to drive instruction.

4c. Periodic Assessments are providing data as to the specific strengths and weaknesses of ELLs. These areas are targeted for supplemental instruction.

5. N/A

6. We evaluate the success of our ELLs by their academic performances in all of their classes. 6. One of the ways we evaluate the success of our program for ELLs is by how the ELLs do on the NYSESLAT. Last year, two out of our eleven students passed the NYSESLAT. Two of our students moved up a level from intermediate to advanced and one moved from a beginner to an intermediate English language learner. We also analyze the results of the New York State ELA (English Language Arts) and math tests. How many classes the students pass is also an indicator of how successful the program is for ELLs.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_ **School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

**DBN: 03M245      School Name: The Computer School**

**Cluster: 1      Network: 101**

**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 utilize data available in ATS and in the permanent record folders of incoming students to determine the primary language spoken by parents. Data is collected from sources such as Home Language Identification Survey and Blue Emergency Contact Cards.

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.

e have utilized DOE resources to support these parents; the needs are addressed on a per-case basis by our parent coordinator.

## Part B: Strategies and Activities

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

Staff works collaboratively to determine whether parents require written translation and oral interpretation services. For parents whose home language is Spanish, several staff members and parent coordinator are fluent and provide translation and interpretation services as necessary. We are utilizing an online gradebook product that translates routing communication and report cards into 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.

These services will be provided mainly by in-house staff. In the event that services are required for parents speaking languages other than Spanish or Mandarin, Outside contractors would be required.

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>.

Through our SLT's initiative to increase parent involvement at all levels, the school is working on strategies to facilitate the flow of information to parents beyond measures currently in place, such as ensuring that each parent has full access to all information and services provided through the DOE main website.