



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: COMMUNITY ACTION SCHOOL

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

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

SUPERINTENDENT: 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
John Curry	Principal	
Terry Peters	UFT Chapter Leader	
Modou Thiam	PA Co-President	
Symone Mannily	PA Co-President	
Moustapha Diaby	Elected Parent	
Yolanda Plasencia	Elected Parent	
Michael Olajida	Elected Parent	
Caroline Tejeda	UFT member	
Kerry Metzler	UFT member	
Jessica Berta	UFT member	

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

Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS).

- Over the course of the 2012-13 school year, each department in the core content areas (English, math, social studies, and science) will revise 2 units to reflect the CIE focus standards.
- All teachers in these departments will implement 2 Common Core units that: are well-aligned to the CIE focus standards; embed the skills outlined in the relevant Common Core instructional shifts; and assess student learning with a rigorous performance task.

Comprehensive needs assessment

Although the staff has been working to align the school's curriculum with the CCLS for the past several years, this work is still not complete and is uneven between core curriculum areas.

- The math team worked intensively to build alignment with standards during the 2011 – 2012 school year, but has identified key areas where this work needs to be deepened. This year the priority is to build students' abilities to explain their problem-solving strategies and to articulate them in class discussions. Also, the group is continuing to modify its pacing calendar to be consistent with the CCLS and the shifts in NYS assessments.
- In reviewing previous year's curriculum, the ELA team found that its reading program did not include enough informative text or teaching of strategies for "close reading" of this material. The team also found that students' ability to use textual evidence in their writing was insufficiently developed. The team is focusing on these areas, and on the creation of performance tasks that will build and evaluate student performance in relation to the CCLS
- A review of both the science and social studies curricula indicated that there was not enough reading and writing tasks embedded in instruction. Integrating both is a priority, with support of coaching from ELA teachers.

Instructional strategies/activities

- All English, math, social studies, and science teachers will participate in weekly department meetings during their common planning blocks, with the support of our school's network achievement coach.
- Department teams will examine student work from the 2011-12 school year to understand gaps in student knowledge or skills; and to inform the revision of their instructional units. During these meetings, department teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with teacher leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Teachers will have per session opportunities for curriculum planning and task design.

Key personnel:

- Teachers leaders in core subjects
- Teaching teams in each subject
- Special education teachers, providing input on needs of special needs students and necessary supports for this population
- Principal and assistant principal

Teacher involvement in assessment:

Input is imbedded in the process, since core subject teachers are caring out the essential planning and evaluation tasks

Timeline for implementation:

Ongoing throughout school year

Strategies to increase parental involvement

Information on the CCLS will be shared in meetings of the school's Parents Association

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

The principal will work with the CFN103 budget liaison to align financial resources with program needs.

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

Improve ongoing communication with parents regarding their children's academic and social/emotional growth, as well about school curriculum, required student class work and extracurricular school activities.

- To increase the number of families accessing our web-based Teacherease grade- and behavior-tracking system by over 100%
- To improve the use of the school's website by having all teachers maintain class pages that are updated at least every academic quarter, maintaining a continuously-updated calendar of school events and providing a variety of other resources that help parents be involved in their child's life at the school.

Comprehensive needs assessment

The Community Action School has a high percentage of students who struggle academically and who benefit from comprehensive supportive from teachers and from families. Also, a substantial number of students come from families with one or more stressors, including economic need and single parents or guardians. We believe that it is the school's responsibility to facilitate communication between teachers and families. Using internet-based channels of communication can be an important strategy to support this goal.

Instructional strategies/activities

- Specific staff members will take responsibility for maintaining the school website and Teacherease grade-tracking system, and for providing technical assistance to staff and families
- The school will make parents aware of the online resources at public events, as well as mailings and backpack communication
- Systems of parent communication will be discussed at monthly SLT meetings. (The SLT identified parent communications as an area of concern during the 2011 – 2012 school year)

Key personnel and resources:

- The principal will work with a team of teachers involved in redesigning and continuously updating the school's website.
- eChalk will be used as the foundation for the school's website. Teacherease will be used as the grade-tracking system.

Teacher input in design and implementation:

A team of two teachers will be directly involved in the design and maintenance of the online systems. Reports on progress will be periodically provided to the school cabinet and grade teams.

Timeline for implementation:

Systems will be in place in the first month of the school year, with maintenance and evaluation carried out throughout the year. Teachers will be required to update their teacher pages on the school's website on a quarterly basis

Strategies to increase parental involvement

Information about online resources will be shared with students during parent/teacher conferences, mailings and classroom handouts. It will also be shared with one-on-one meetings with families when they visit for special conferences with staff.

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.

 x Tax Levy x Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

The principal will work with the CFN103 budget liaison to align financial resources with program needs.

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

Improve teacher effectiveness with meaningful formative feedback and next steps from short, frequent cycles of classroom observation.

- In addition to formal observations as required by the UFT contract, principal and assistant principal will visit each teacher's classroom at least 4 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies.
- This formative feedback will be provided within one week after 75% of observations.
- Feedback will result in improvement in teacher practice as measured by the research-based Danielson rubric.

Comprehensive needs assessment

The Community Action School was part of the Danielson teacher evaluation pilot during the 2011 – 2012 school year. The pilot provided the principal and assistant principal with intensive training in the Danielson protocol. It also demonstrated the power of the protocol to drive teacher self-reflection and professional growth. This year's observation program will build on last year's foundation.

Instructional strategies/activities

- In addition to formal observations as required by the UFT contract, principal and assistant principal will visit each teacher's classroom at least 4 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies.
- This formative feedback will be provided within one week after 75% of observations.
- Feedback will result in improvement in teacher practice as measured by the research-based Danielson Rubric. Through professional development, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- Early in the school year, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.
- School leaders set up and follow a schedule for teacher observation and formative feedback.

Key personnel

- The principal and assistant principal will conduct regular observations over the course of the school year.
- Key elements of the observations will be shared with curriculum coaches so that they can provide support for teacher growth.

Supports for teacher input

Teacher feedback will provide opportunities for discussion between administration and staff on instructional priorities and specific areas of professional growth.

Timeline for implementation

Observations will be ongoing through the school year.

Strategies to increase parental involvement

- Information about the evaluation system will be presented at meetings of the school's Parents Association and SLT meetings

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

The principal will work with the CFN103 budget liaison to align financial resources with program needs.

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

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

- In the Danielson competency area of *Using Questioning and Discussion Techniques* and in the closely-related *Engaging Students in Learning*, at least 75% of teachers at the Developing level beginning the year will move to Effective by May/June.

Comprehensive needs assessment

Classroom discussion plays an important role in helping students meet the demands of the CCLS. Questioning and discussion were chosen as a area of emphasis during the 2011 – 2012 school year. The principal and assistant principal saw substantial progress in teachers' performance in this area over the last academic year, but more teachers need to move to Effective and Highly Effective levels on the Danielson Rubric.

Instructional strategies/activities

- An inquiry team will investigate identifying best practices for scaffolding classroom discussions and student engagement, as measured by Danielson and CCLS expectations
- Teacher leaders and administrators will conduct full-staff and curriculum team level professional development on best practices.
- Ongoing observations by school administrators will identify needs for growth of individual staff members. These teachers will receive constructive feedback and subsequent professional development.
- A final observation at the end of the year will be used to assess teachers' performance levels in these two competencies.

Key personnel

- The principal and assistant principal will provide feedback and guidance to teachers after each observation
- Coaches in each of the four core subject areas will provide training for teachers in the areas of questioning and discussion
- All core subject and special education staff will work to develop best practices and curricula to support rich classroom discussion

Teacher input:

Teacher input will be embedded in the development of school-wide best practices for improving classroom questioning and discussion

Timeline for implementation:

Ongoing throughout school year.

Strategies to increase parental involvement

- Information about the evaluation system will be presented at meetings of the school's Parents Association and SLT meetings

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

The principal will work with the CFN103 budget liaison to align financial resources with program needs.

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	<p>Vocabulary development/advanced decoding – utilizing the Rewards program</p> <p>Reading fluency development– utilizing Great Leaps program</p> <p>Reading comprehension – providing in small group settings during the school day, also providing on push-in model in the ELA classroom</p> <p>Improvements in core writing skills – utilizing the Hochman <i>Basic Writing Skills</i> program</p>	Literacy AIS is provided in both small group and one-to-one formats by the school's AIS teacher.	Services are provided during extended day period and during pull-outs during the regular school day. Services are also provided on a push-in basis during the ELA block
Mathematics	Numeracy, problem-solving procedures – using a variety of teacher-created and published resources	Mathematics AIS is provided by members of the mathematics instructional team on a small-group and one-on-one basis	Math AIS is provided during extended day periods. Mathematics teachers also provide support during lunchtime pull-out sessions.
Science	NA		
Social Studies	NA		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Loss and bereavement – The guidance counselor collaborates with a therapist from the Bereavement Project to run a cycle of loss and bereavement	At-risk counseling services are delivered in both small group and one-to-one formats	At-risk counseling services are provided during the school day on a pull-out basis

	therapy groups Short-term sessions- Students identified by the schools PPT as needed short-term counseling intervention are referred for services to the school's guidance counselor and SAPIS worker		
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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 school attends citywide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson.

The BEDS survey for the 2012 – 2013 school year indicates that all teachers are highly qualified in their assigned areas of instruction.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT 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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Yuet Chu	District 03	Borough Manhattan	School Number 258
School Name Community Action School			

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

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

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	248	Total Number of ELLs	16	ELLs as share of total student population (%)	6.45%
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Part II: ELL Identification Process

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

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

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

- If the child is truly a new admits; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.
- After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date.
- Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.
- Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.
- Students begin to receive appropriate services,
- Parent coordinator (PC) is notified. Within two days, the PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents.
- At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is inform that the program is not offered at the school that school year. The parent inform of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following the school has the appropriate number of request to open the program they've selected. For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.
- Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year.
- The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is register and a program selection form is received. Parents are

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 t#
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	2		0	4		3	10		7	16
Total	2	0	0	4	0	3	10	0	7	16

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

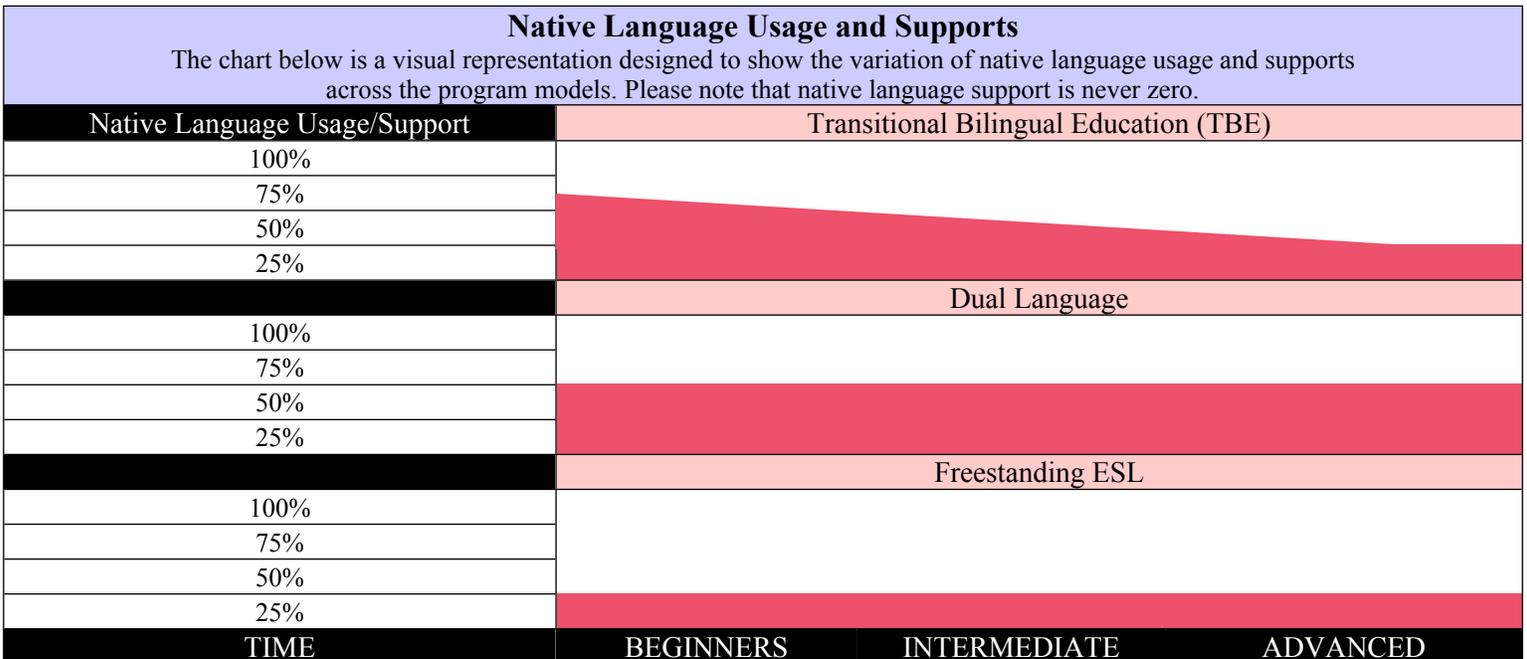
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Social Studies:	
Math:	
Science:	

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

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



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?

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

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

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

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

Newly admit are serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. Students are mentored by one of their peers who will help them with daily routines and schools' expectations.

We have specific materials that will support the students' academic needs. Teachers use sight words, picture dictionaries, low readability high-interest books, and age appropriate materials that support the curriculum.

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

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

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

Readers and Writers Workshop model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners. In addition, the ESL teachers use bilingual dictionaries to increase

English vocabulary with the new comers during the Balanced Literacy Block.

In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Vocabulary is very limited and they have great difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language. The ESL teacher utilizes pictures, gestures, pair interaction and the Whole Language approach to reinforce concept and increase vocabulary. Phonics, basic skills is also taught through content area.

At the Intermediate level students are more comfortable using English. They recognize most topics by familiar terms and phrases and are able to understand the main idea of a moderately demanding oral presentation. They understand a range of common vocabulary and idioms. They can also follow simple and short conversation. At the intermediate level, students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent and the students tend to over-generalize grammatical structures. They continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their discourse is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence.

Students at an Advanced level demonstrate fluency in listening and speaking. They make presentations; can switch from basic interpersonal conversational skills to cognitive language proficiency. They use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions. They also begin to proficiently use English idioms and everyday phrases.

Based on our school's NYSESLAT scores and additional informal assessments, we have determined that reading and writing presents various challenges for Beginner ELLs. Their ability is limited to decode and sounding out words. They have few or no practical writing skill in English. Beginners with high reading and writing skills in their first language are more comfortable transferring those skills to writing in English. They, however, will often spell the words phonetically. Working with them systematically on spelling and grammar, they are able to adapt to the correct version very quickly.

As the students improve and move to the Intermediate level, they understand the purpose, main idea, and details of some shorter academic texts. They read word to word and understand most words and phrases. They are also able to scan shorter academic texts for specific information. They read texts with language that is concrete and factual, with some abstract and technical vocabulary concepts. They are able to effectively convey an idea, opinion, feeling or experience in a simple paragraph, though their writing often shows a lack of control over grammar, vocabulary and spelling.

As these students move to Advanced level, they adjust their reading rate according to the content of the text. They grasp main ideas, key words and important details in a wide range of social and academic texts. They are able to understand most unfamiliar vocabulary by using context clues, understand the author's purpose, point of view and understand figurative language. They construct coherent paragraphs on familiar topics, expressing their feelings, opinions and research results with clear main idea and supporting details. They write about a variety of topics. Although they make errors in grammar, spelling, vocabulary or punctuation they can clearly communicate the purpose of their writing.

For the ESL program, the school uses the small group level instructional model to service the students in all grades. Each teacher plans for both language and content in lesson planning. The ESL teacher and the classroom teacher both meet with guided reading groups or confer individually. Guided reading groups and conferring allows for more specialized instruction. All teachers utilize the Reader's Workshop for the Advanced and Intermediate students.

Teachers must plan specifically for language within the structure of the Balanced Literacy mini-lesson to provide for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. They reinforce listening/speaking skills, reading skills and writing via the student independent books as well as authentic literature that provides a balance of fiction and non-fiction, novels and short stories. They also include an audio CD with the recorded stories to build listening and auditory skills for our Beginner students and students with a native language other than English and/or Spanish.

The school has also analyzed the NYSESLAT scores by looking at the scale scores in both Reading/Writing and Listening/Speaking. By having a clear visual of the strengths and weaknesses in the modalities, they can plan for further differentiated instruction. For example, many of the Intermediate ESL students have stronger Listening/Speaking skills than Reading/Writing skills. Therefore, the teacher has planned for more instruction and practice on conventions and mechanics, as well as vocabulary development, to improve the students' reading and writing.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

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

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

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

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

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

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	0	0					0
Intermediate(I)							0	2	2					4
Advanced (A)							3	7	2					12
Total	0	0	0	0	0	0	3	9	4	0	0	0	0	16

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

NYS ELA

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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.

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

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

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

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

The school has one highly-qualified ESL instructor, who is also highly-qualified in 7 – 12 English instruction. She collaborates closely with Sarah Anderson, the school’s literacy coach, in planning all aspects of the pull-out and push-in curriculum. They also collaborate to plan and provide professional development and ongoing guidance for literacy staff in best practices for working with ELL students.

Instructional materials utilized in the ESL class will include:

- An ESL library geared to middle school interest level, containing a variety of genres and reading levels.
- Dictionaries appropriate to ESL instruction (Longman’s)
- NYSESLAT Prep Materials
- Audiocassettes of young adult literature
- The Longman/Penguin leveled reader series, specially designed for ESL instruction.
- Copies of National Geographic for Children.

Based on the students’ scores, the school leadership and teachers are aware of the students’ strengths and weaknesses. With this data, the ESL teachers have created lesson plans in Reading, Writing, Listening and Speaking, so instruction can be targeted to areas of need. The lessons are also differentiated with various activities for students to complete at their level. In addition, the school leadership has used these assessments to decrease the ESL teacher student ratio, determine priority topics for professional development and curriculum choices.

Students that are at an Intermediate level in reading and writing are often at the same level in listening and speaking. Their learning in the different modalities appears to progress at the same pace. With long-term ELLs in the higher grades, the gap between proficiency in reading/writing and listening/speaking is wider.

Across the four modalities, there is a clear need to expand vocabulary and writing instructions. To support this, we utilize read-aloud and shared reading, we frontload vocabulary before the lesson so the students can preview the new words to make them meaningful while reading the new text. Furthermore the students have the opportunity to interact with each other and practice their conversation skills. Speaking opportunities are presented through the “turn-and-talk” and the “share” points in the Reader’s Workshop model and through other structured dialogues. In addition, the ESL teacher use exercises in class where the students have the opportunity to answer various comprehension questions about a book that was read. The opportunity to write is given every day not only in their ESL classes but also in a separate writing/grammar class as well as all other content areas. The instructional strategies used to address these needs are compatible with the suggestions in the Readers’ and Writers’ Workshop model and provide consistency of instructions. They are supported by visuals in all classrooms. The teacher also provides guided reading and writing activities that address students’ individual needs.

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** CFN103

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

