



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : COLUMBIA SECONDARY SCHOOL FOR MATH, SCIENCE AND ENGINEERING

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 05M362

PRINCIPAL: MIRIAM NIGHTENGALE EMAIL: MNIGHTE@SCHOOLS.NYC.GOV

SUPERINTENDENT: GALE REEVES

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
Miriam Nightengale	*Principal or Designee	
Sephali Ray	*UFT Chapter Leader or Designee	
Daisy Farina-Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jwuan Murphy	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Emily Kerman	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Janet Miller	Member/Parent/Chairperson	
Budhram Ramkissoon	Member/Parent	
Andi Velazquez	Member/Parent	
Eve Cagan-Pirani	Member/Parent	
Stephen Meinschein	Member/Teacher	
Meredith Hill	Member/ Teacher	
Dave Hartman	Member/ Teacher	

Annual Goal #1

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

Over the 2012-13 school year, to improve our 7-year course sequences in the humanities and STEM so that they incrementally develop students' abilities to master increasingly complex tasks and afford them opportunities to engage in experiences that are related to and enrich their exposure to the content and grade level of the course. Our measurable objectives for this goal are:

- By June of 2013, teachers and administrators will develop themes/essential questions/major areas of inquiry for ELA, Social Studies, Philosophy, Foreign language, Science, Engineering and Math courses and develop benchmark tasks that increase in complexity that measure a full range of student knowledge and performance in the context of the course.
- By April 2013, teachers will have identified for 100% of the high school Humanities and STEM courses, advanced levels of classes or experiences, such as AP courses, freshmen-level courses at CU, internships, competitions, etc that will be aligned to the course sequence and offer higher-level opportunities for academic development.
- By June 2013, teachers and administrators will have defined interim benchmarks and assessments in order to have a grade- and course-specific measure for student progress

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.

Columbia Secondary School is in its fifth year of development, and over 2/3 of the way towards full expansion. Although our students perform well on state tests, (in 2011-12, 92% of our students performed at Level 3 or 4 in ELA and 97% of our students performed at levels 3 or 4 in math) , we are working to increase the percentage of students at mastery level, which declines every year that the students are in middle school. As a result of increasing our mastery levels, we intend to prepare the student for high-level college work, with the probability that they will take at least one freshman-level course at Columbia University before they graduate. Since our mastery levels drop for each successive grade level, it is important that we work to have vertical curricular alignment in order to develop students' capacities at each grade level and to accelerate their growth.

A curriculum audit conducted at the beginning of the year showed that, while there are rich experiences at each grade level, there is a lack of alignment from grade to grade, and, often, within grades. Additionally, the high school, new last year, had not been thoughtfully developed and there were scheduling and course errors that resulted in some loss of credit accumulation as a result of students taking some courses that did not meet state guidelines.

In light of these identified needs, we generated a goal that would bring coherence and alignment from 6th – 12th grades to the students' academic path while increasing their achievement at each level.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content

and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)

- To develop a set of shared writing rubrics that are aligned to the CCLS and associated performance objectives and that reflect the vertical and horizontal development of increasingly complex writing tasks in order to better assess student progress towards mastery. (teachers, coaches, APs)
- to use these common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students in coursework and on standardized assessments and target as necessary for intervention
- To integrate into the core sequences study-skills-based scaffolding and a balance of guided and independent assessments which support students performing at a wide range of proficiency and/or mastery levels.
- To implement standards-based grading in weekly formative assessments in grades 8-11 as a means to better identify areas of progress and struggle in order to design appropriate interventions and extensions.
- To modify core curriculum and instructional strategies to build student capacity in reading and writing by:
 - o Incorporating writing tasks into daily work and homework
 - o Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans.
 - o Increasing the number of extended writing assignments and the frequency of feedback.
 - o For struggling, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments, reflecting increasing complexity as students progress from one grade to the next.
- Incorporate questions into lesson plans that address at least three levels of inquiry – from more concrete to more analytical and/or evaluative - to improve student responses.
- To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies
 - o To utilize collaborative planning, in-class modeling by a consultant and intervisitations to support teachers in creating open-ended questions and implementing a problem-solving focus in STEM classes and asking analytical questions that lead students to a deeper analysis and support of their positions and challenge their perceptions in HUM.

Strategies to increase parental involvement

- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- To hold quarterly retreats for CSS staff in order to review curricular and assessment outcomes and target areas for development.
- To create teacher/supervisor teams to meet regularly with CU faculty in order to better anticipate barriers that students might face

and plan for their remediation through preparatory programs and/or support from CSS staff.

- In circular 6 meetings, grade-level meetings and retreats, CSS staff will use ongoing examination of student work products and the strengths and needs they reveal, when measured against the criteria for CU matriculation to identify instructional strategies that most effectively contribute to student learning.
- Teachers will engage in professional development conversations and research to build capacity for the use of strategies that result in authentic applications of curricular objectives.
- Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

Service and program coordination

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

As a non-Title 1 school, there are few program supported under NCLB other than Title I STH funding for students in temporary housing which provides basic school supplies for one child in temporary housing. NYSTL funding us used to purchase hardware, software, and books.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Tax Levy CFN: Support for CFN team.

Tax Levy FSF: Support teacher positions

TL FSF: Professional development/Support for Retreats

TL FSF: Professional Development for Advanced Placement certification

TL NYSTL Textbooks: Support variety of student readings

TL FSF: Textbooks for courses

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

From 2012-2014, to develop our partnership with Columbia University and to initiate partnerships with other academic and social institutions in order to create and sustain a network of experiential opportunities that are aligned to our course sequences and that enable students to apply their classroom learnings in a real-world context. Our measurable objectives for this goal are:

- By April 2012, to identify at least 25% of the 2014 cohort who can matriculate in college-credit-bearing courses at Columbia University in the fall of 2012, and to begin the process of registration for those courses.
- By April 2013, to identify at least 75% of the 2014 cohort and for 25% of the 2015 cohort who can matriculate into credit-bearing courses in Columbia University in the fall of 2013.

- By April 2012 to identify, for each course, at least one partner, competition or institution that will offer opportunities for our students to apply their course learnings in a real-world context.

Comprehensive needs assessment

Columbia Secondary School for Math, Science and engineering was created in 2006 as a partnership between Columbia University, the NYC Department of Education and Community Districts 3,4,5 and 6. Over the past three years, CSS has experienced high turnover of staff, both instructional and administrative. As a result, there has not been attention paid to developing the partnerships that were imagined when the school was created. It is critical for our future growth that these partnerships be developed, leading to student accomplishments that have standing in the larger community and that lead to high levels of performance in post-secondary study.

Further informing our needs analysis, our scholarship results reveal that close to 30% of our high school students do not rise to proficiency as measured by in-house assessments and measures. Reaching out to develop networks that allow us to increase classroom engagement and make authentic connections to real-world applications will provide motivation and direction that will result in a richer learning experience.

Instructional strategies/activities

USE OF DATA

ARIS, Regents and Scholarship Reports (Principal)

- to use information gleaned from ARIS reports and item analyses of state test results in September 2012 to identify students who have achieved mastery in state test and classwork and who might meet criteria for matriculation to CU courses.

Common assessment analysis/ scholarship data (teachers)

- to use common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students who have not yet met criteria to determine what curricular or instructional supports might improve their mastery levels.

CURRICULUM AND INSTRUCTION

- In ongoing circular 6 meetings, identify performance objectives aligned to the state common core standards, and create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)
- To build into the core sequences scaffolding which support students performing at or below minimum standards.
- To add Advanced Placement courses and other advanced coursework to the course sequence that will allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, consultants, APs)
- In Fall 2012, to consult with CU faculty and review freshman course syllabi to determine a set of criteria by which to measure

student readiness for college-level work. (teachers, Supervisors, CU Faculty)

- In planning and preparation, teachers will continue to identify opportunities for application of curricular objectives in authentic settings.

PROFESSIONAL DEVELOPMENT

- To hold quarterly retreats for CSS staff in order to review curricular and assessment outcomes and target areas for development.
- To create teacher/supervisor teams to meet regularly with CU faculty in order to better anticipate barriers that students might face and plan for their remediation through preparatory programs and/or support from CSS staff.
- In circular 6 meetings, grade-level meetings and retreats, CSS staff will use ongoing examination of student work products and the strengths and needs they reveal, when measured against the criteria for CU matriculation to identify instructional strategies that most effectively contribute to student learning.
- Teachers will engage in professional development conversations and research to build capacity for the use of strategies that result in authentic applications of curricular objectives.
- Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

LEADERSHIP

- Through meetings with CU administrators and faculty, and organizational leaders, to identify partners that offer high-level opportunities for our students to apply their skills and knowledge in authentic settings.
- Through reviewing scheduling, to create periodic flexible “institute” time to create opportunities for students to engage in course work more deeply and/or to explore other settings for application of their work.
- To work with the Foundation to secure funding for “mini-grants” that lead to collaborations among students, CSS teachers and CU faculty/students/other partners that result in opportunities for students to engage in exploration/enrichment/external experiences connected to course work.
- To participate in regular workshops with Network Leader and principals to increase capacity to identify and communicate effective teaching practices.

Strategies to increase parental involvement

- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- To hold quarterly retreats for CSS staff in order to review curricular and assessment outcomes and target areas for development.
- To create teacher/supervisor teams to meet regularly with CU faculty in order to better anticipate barriers that students might face and plan for their remediation through preparatory programs and/or support from CSS staff.
- In circular 6 meetings, grade-level meetings and retreats, CSS staff will use ongoing examination of student work products and the strengths and needs they reveal, when measured against the criteria for CU matriculation to identify instructional strategies that most effectively contribute to student learning.
- Teachers will engage in professional development conversations and research to build capacity for the use of strategies that result in authentic applications of curricular objectives.
- Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

Service and program coordination

The programs and services they support are as follows:

Tax Levy CFN: Support for CFN team.

TL NYSTL Textbooks: Support variety of student readings

Budget and resources alignment

Tax Levy CFN: Support for CFN team.

Tax Levy FSF: Support teacher positions

TL FSF: Professional development/Support for Retreats

TL FSF: Professional Development for Advanced Placement certification

TL NYSTL Textbooks: Support variety of student readings

TL FSF: Textbooks for courses

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To develop our organizational and infrastructure to better support our academic and social programs.

Comprehensive needs assessment

Based on an analysis of facilities use, we determined that, based on the current space distribution on the M125 campus, CSS does not have the capacity to reduce class size below 30 students in a class because of physical space constraints. This directly impacts student achievement and restricts our ability to purposefully group students, create academic intervention and/or enrichment courses and personalize courses for our students. As a result of these findings, we generated a goal to work to improve our physical plant and organizational infrastructure.

In addition, over the last three years, the high turnover in administration has prevented the school from developing organizational infrastructures that support thoughtful scheduling for daily courses and after-school enrichment.

Instructional strategies/activities

- By April 2012, in consultation with Portfolio, to have identified and secured sufficient classrooms in the M125 Complex to accommodate the growth of our school for the 2012-13 school year.
 - The principal will conduct a survey of classroom space in order to inventory the current distribution of classroom space as a baseline from which to work with the other campus schools on an expansion plan for CSS.
 - The principal will communicate to the lead campus liaison and network leader in order to schedule a space planning meeting with Richard Boccicchio before the end of the calendar year.
 - Based on the outcomes of the space planning meeting, the principals and network leaders will meet to design an expansion plan for CSS and the 125 campus.
- By April, 2013, to have worked with SCA to develop plans for modification of the facilities to accommodate high-school age students.
 - To work with Columbia University, community leaders, Central space planners and the SCA to determine what modifications are needed to accommodate the three schools and their unique needs.
 - Using these outcomes as a baseline, to meet with SCA project leads to determine a timeline for construction and modification of the physical plant
- By June, 2013, to have analyzed and modified the daily, monthly and yearly schedules to accommodate intensive periods of study (such as J-term), as well as extended time for daily coursework and shorter periods for showcasing and/or exploring a particular course (such as conference or fair days)
 - During quarterly retreats, Circular 6 meetings with the faculty, and in SLT meetings, to study innovative schedules from other schools and to examine our course sequences as a means to design a schedule that both meets NY State program guidelines and offers opportunities for longer class time and specific “institute weeks”, which would offer opportunities for in-depth study in a content area.

- To work with the PA and the Foundation to secure funds to support extended-day activities that engage and enrich student study and contribute to their portfolios of accomplishments.
 - In monthly meetings with the Foundation, SLT and the PA, to identify funding opportunities, construct and implement fund drives and increase our yearly donations from \$180,000 to \$200,000.

Strategies to increase parental involvement

- 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;

Strategies for attracting Highly Qualified Teachers (HQT)

- To hold quarterly retreats for CSS staff in order to review curricular and assessment outcomes and target areas for development.
- To create teacher/supervisor teams to meet regularly with CU faculty in order to better anticipate barriers that students might face and plan for their remediation through preparatory programs and/or support from CSS staff.
- In circular 6 meetings, grade-level meetings and retreats, CSS staff will use ongoing examination of student work products and the strengths and needs they reveal, when measured against the criteria for CU matriculation to identify instructional strategies that most effectively contribute to student learning.
- Teachers will engage in professional development conversations and research to build capacity for the use of strategies that result in authentic applications of curricular objectives.
- Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

Service and program coordination

Programs and services from Columbia University and the DOE Campus Management Office will support this goal

Budget and resources alignment
Tax Levy FSF: Classroom Furniture

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	6	1	0	0	7	0		2
7	3	1	0	0	4	0		
8	14	4	0	0	14	0	4	3
9	9	3	1	2	12	0	2	2
10	N/A	1	3	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	3	3	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students who fall below grade level performance in ELA are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.
Mathematics	Students who fall below grade level performance in math are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.
Science	Students who fall below grade level performance in science are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.
Social Studies	Students who fall below grade level performance in social studies are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.
At-risk Services provided by the Guidance Counselor	The Guidance Counselor meets individually and/or in groups with at-risk students and, periodically, their parents, during arts and/or phys ed periods in order to provide social-emotional support through formulating strategies around time management, self-esteem, self-advocacy and goal-setting.
At-risk Services provided by the School Psychologist	N/A

At-risk Services provided by the Social Worker	Social Workers provide student-family support and counseling through developing strategies around relationship-building, conflict resolution and goal-setting. These services are provided weekly in out-of-school time settings.
At-risk Health-related Services	Students whose medical records indicate health-related issues are provided support through contracted providers per their individual IEPs.

PARENT INVOLVEMENT POLICY 05M362

Columbia Secondary School agrees to implement the following statutory requirements:

- CSS will put into operation programs, activities and procedures for the involvement of parents consistent with section 1118 of the Elementary and secondary Education Act (ESEA). These program activities and procedures will be planned and executed with meaningful consultation with the parents of the participating parents.
- CSS will ensure that the required school level parental involvement policy meets the requirements of section 118b of the ESEA and includes a school parent compact consistent with section 111d of the ESEA.
- CSS will incorporate this parental involvement policy into the CEP.
- In accordance with the Title 1 part A parental involvement requirements CSS will to the extent that is practicable, provide full opportunities for the parents with limited English proficiency and parents with disabilities to participate in their children's education by giving access to information and school reports required under section 1111 of the ESEA in a uniform format and including alternate formats upon request and to the extent practicable in a language parents can understand.
- CSS will provide opportunities for the parents of children served by Title 1 Part A programs to be involved in the decisions about how the 1% of the Title 1 funds will be spent.
- CSS will be governed by the following statutory definition of parental involvement and will execute programs, activities, and procedures in accordance with this definition:
"Parental involvement means the participation of parents in a regular two-way, meaningful communication involving student academic learning and other school activities"
Ensuring:
 - that parents play an integral role in assisting in their child's learning
 - that parents are expected and encouraged to actively participate in their child's education
 - that parents are full partners in their child's education and are included, when appropriate, in decision making and on advisory committees to assist in the educational process and extracurricular activities as described in 1118 or the ESEA.

CSS will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State

- Actions to implement the CSS Parental Involvement Policy: The CSS parental involvement Policy was developed in accordance with the section 1112 of the ESEA: The PIP will be developed in consultation with the SLT, PA, and Title 1, PAC. All parents will be invited to provide suggestions on how to improve school parental communication and relationships. CSS will
- CSS will support and encourage parental participation in school level committees that include parents such as the School Leadership Team, The Parent Association, and the CSS Parents Advisory Council including technical support, and professional development.
- CSS will maintain a bilingual Parent Coordinator to serve as a liaison between the school and families. The parent coordinator will provide information about workshops provided by the school or other sources based on the needs of the parent body and will ensure a welcoming and inviting school environment exists.
- CSS will provide opportunities for parents to understand the state accountability system; eg State's academic content standards, student proficiency standards, Annual School Report Card, Quality Review Report, and Learning environment Survey.
- CSS will translate all critical school documents and provide interpretation during meetings and events as needed.

- CSS will provide school information in a variety of ways including webpage, email, phone, and backpack. Education to gain access to website calendars and emails will be provided through workshops so parents may monitor their child's progress and be aware of school functions/schedules.

Additional Actions;

- CSS will provide workshops and tours to colleges/ universities to help parents understand the requirements for graduation from High School and how the 7 year curriculum will prepare students for matriculation to college. In working with the guidance Counselor parents will be informed about the requirements for the college and university application process.
- CSS will provide materials and training to help parents work with their children to improve their achievement levels.
- CSS will provide 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, other member of our school community and other community support organizations.
- CSS will hold yearly curriculum nights to foster parental understanding of the 7 year curriculum development.
- CSS will hold family events including breakfasts with the principal, potlucks throughout the year to foster school wide community.
- CSS will encourage and provide assistance for parents to become trained school volunteers.
- CSS will provide timely evaluation of students to parents both written (6 times a year) and verbal in the form of parent teacher conferences (2 times a year).
- CSS will maintain a monthly school newsletter that will be distributed electronically and by backpack.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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 Jose Ruiz/Lawrence Block	District 05	Borough Manhattan	School Number 362
School Name Columbia Secondary School for Math, Scie			

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

Principal Miriam Nightengale	Assistant Principal Lenice Nelson
Coach N/A	Coach N/A
ESL Teacher Diana Senechal	Guidance Counselor Elsa Cordoba
Teacher/Subject Area Sammie Smith/ELA	Parent Roxana Bosch
Teacher/Subject Area Marisol Weiner/Spanish	Parent Coordinator Maria Eder
Related Service Provider N/A	Other type here
Network Leader Lawrence Block	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	3
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	477	Total Number of ELLs	3	ELLs as share of total student population (%)	0.63%
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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. 

At enrollment teachers and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Students with OTELE codes other than "NO" are administered the LABR. If the HLIS indicates that the child may be an ELL, the student is tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB-R, within ten days of enrollment. This screening and testing is conducted by ESL teacher/coordinator Diana Senechal, who has been trained in the administration of the LABR to eligible students, and who administers it in the first week of school, or within 10 days of enrollment. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and "X" coded special education students are administered the NYSESLAT to determine achievement and future eligibility for ESL services.. Translation services for Spanish are provided by Parent Coordinator, Maria Eder and Guidance Counselor/Programmer, Elsa Cordoba. Translators are hired for languages other than Spanish. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSESLAT score.

Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. The orientations are facilitated by Guidance Counselor Elsa Cordoba. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PTA functions and semi-yearly Open School opportunities. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with an ESL teacher and complete the forms. Bilingual staff including teachers, family workers, paraprofessionals, bilingual "outreach" school aids are employed to ensure that all families are aware of their options, and that their letters are returned. There are very few ELLs in the school, and, over the past five years, it has been hard to establish a trend with such small numbers. However, our parent choice forms indicate a consistent preference for push-in support as opposed to a stand-alone model, expressing a belief that this is the best way for their children to acquire English quickly. Our program is in line with parent requests. Indeed, being a screened school, ELL parents choose to apply for admission based on their preference for our academic program.

Our small numbers do not support a stand-alone ESL and/or dual-language program - currently, there are only 3 students identified as ELLs in the school. Regardless of the numbers, ELL parents are regarded as important partners in the school community. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with

regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	3	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2						1			3
Total	2	0	0	0	0	0	1	0	0	3

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:

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										1				1
Chinese														0
Russian									1					1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	2	1	0	0	0	3							

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?

Columbia Secondary School has a screened program. One of the entrance requirements of the screen is proficiency or mastery of the ELA and math state tests. We have few ELLs - to date, we have three. One is French speaking, one Spanish speaking and one Russian speaking. because a stand-alone program is not feasible in this situation, our program consists of supplementary support for our ELLs, both within the school day through push-in and small group work, and outside the school day in tutorial and mentoring support. Our ELLs are heterogeneously grouped with the non-ELL population, and they use the grade-level and/or accelerated materials that the general population uses. Their state test scores, see chart below, tend to be equivalent to their classmates' scores.

Our students are categorized as Advanced, so are mandated to receive 180 minutes per week in support. We provide this support through push-in services, and have an ESL teacher who pushes in to the 8th and 9th grade ELA classes in order to provide support. ELA classes last 45 minutes, so over the course of the week, four push-in periods supply 180 minutes of support. Students are also given support in their native language by bilingual staff members. All three students have tested at or above grade level in state tests and are, accordingly, given the grade-level materials that are appropriate for their level of performance. Newcomers are provided extra instructional time through supplemental ESL periods, and individual tutoring. We have one ELL receiving service 4 – 6 years who is newly enrolled in 9th grade this year. He receives targeted support provided by the ESL teacher and through the Harlem Tutorial Program.

Classrooms are print-rich, employing word walls, in-class libraries and publicizing students work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. A fully certified ESL teacher provides supplemental instruction to ELLs. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success. Small group tutorials are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation and ARIS to access program-wide data on student performance.

A. Programming and Scheduling Information

We base instruction primarily on grade-level State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments.

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	Spanish			
Social Studies:				
Math:				
Science:				
Advanced Placement Spanish	Spanish			

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

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

Content area teachers are given support and materials to scaffold content for ELLs and to identify instructional materials, including technology, that support ELLs and all our learners. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. As all of our ELLs are performing at or above grade level, targeted intervention is not as much a focus as general strategies that serve to allow entry points for various types of learners. Our supports, consistent with the performance level of our ELLs, are aligned to grade-level standards and support the grade-level instructional goals of the ELLs. Teachers have common planning time to discuss students, student data and strategies for success. After school and supplemental services include small group tutorials which are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture. Teachers use Datacation and ARIS to access program-wide data on student performance.

ELL students have access to all school programs. Newly enrolled ELL students, no matter what grade level are invited to our orientations over the summer and at the beginning of the school year. All ELL students have homework help with their ELA or content area teacher, as well as with outside tutors, who can provide native language support. We offer language classes in Spanish and Latin. The ELA teacher meets with the students' other content area teachers to discuss targeted ESL strategies for the newly enrolled student. Additionally, we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.

ELL students who reach proficiency on the NYSESLAT continue to receive small-group support and tutorial support.

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.

Five 50-minute professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students that will begin in 6th grade, as students transition from elementary school. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. The ESL teacher will turn-key the training listed above to English and content area teachers, as well as secretaries and the parent coordinator in five 1-hour workshops. These workshops will be held the Monday after each training session. Professional development will be effected throughout the school community.

Our ESL teacher plans weekly with content area teachers, assistant principals and principal to build their capacity in ensuring the rigor of content delivery while building entry points for students such as sentence-starters, organizational tools, language analysis and reading strategies. These weekly sessions last 45 minutes, resulting in 225 monthly minutes of teacher and staff training.

Our support staff, such as the guidance counselor, office staff and parent coordinator, participate in twice-yearly, half-day workshops offered by the network and/or centrally. The guidance counselor is also trained in transition needs and routines as our students transition from middle school to high school. We do not have a graduating class.

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?

ELL parents are regarded as important partners in the school community, and Columbia Secondary School schedules many opportunities for parents to become involved and informed about their children's education. Our parent involvement activities address the needs of the parents by offering an avenue to strengthen the home school connection, an opportunity for the parents to improve their English literacy, and an opportunity to become part of the social fabric of our school through the various celebrations and participation in activities.

Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. . For example, curriculum conferences are scheduled in September, and parent-teacher conferences in November and March. Parents are invited to participate in school events, field trips, and classroom writing celebrations. CSS has a well-established "Parent Involvement Program" (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Bilingual staff such as teachers, Family Workers and School Aids assist with outreach on a regular basis.

We offer workshops for parents in using technology and have such as hours for parents in our community garden. We are planning to host "hands on" content area evenings for ELL families, through Title III. Parent Needs are assessed through the Parent Coordinator and the School Leadership Team in conjunction with the Parent's Association. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

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	0	1	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
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8							1		1
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	1		1	
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

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

Our school uses teacher assessments, baseline writing and math assessments and analysis of state tests to assess the literacy and math skills of our students. As reflected above, our students perform at or above grade level on these assessments and typically quickly test out of the ELL system. We have no historical NYSESLAT data to inform our teaching, as our students have not historically qualified for this assessment.

Our student results show proficiency and/or mastery of state examinations and classwork.

The effectiveness of our program is based on the success of our students' performances on a variety of measures, including state tests, the NYSESLAT and teacher-generated coursework, assessments and grades.

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: Columbia Secondary School

School DBN: 05M362

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)

School Name: Columbia Secondary School

School DBN: 05M362

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Nightengale	Principal		1/1/01
Lenice Nelson	Assistant Principal		1/1/01
Maria Eder	Parent Coordinator		1/1/01
Diana Senechal	ESL Teacher		1/1/01
Roxana Bosch	Parent		1/1/01
Sammie Smith/ELA	Teacher/Subject Area		1/1/01
Marisol Weiner/Spanish	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elsa Cordoba	Guidance Counselor		1/1/01
Lawrence Block	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: 05M362 **School Name:** Columbia Secondary School for Math,

Cluster: 06 **Network:** 601

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.

Columbia Secondary School is a screened school that interviews each family prior to admission. During these interviews, we administer the HLIS and determine the preferred language and home language spoken by each family. Our diverse student body represents a wide variety of nationalities. 20% of our students' parents both read and write Spanish at home. We also have 1 Hindi speaker and 7 Chinese speakers - both Mandarin and Cantonese. Other languages spoken in our students' families include Russian (1), Mandinka (1), German (1), Bengali (1) and Japanese (1). However, though these languages are spoken at home, the families are also, based on our interviews, fluent in English - many of our students come from bilingual backgrounds. The exceptions are our Spanish speakers, who have the greatest need for translation and the least proficiency in English.

The great majority of our students are also fluent in English - of our 477 students, 3 are identified as ELLs, and only 1 is a long-term ELL. Over 90 percent of our students meet or exceed state proficiency levels in ELA.

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.

Our major needs in our community are for written and oral Spanish translations in school documents, parent association and SLT minutes, parent meetings and school events. Other languages are sparsely represented and have proficient English speakers at home and in school. These findings were reported through the School Leadership Team and in the Parent Association meetings in September.

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.

All documents and emails sent by the parent coordinator are translated into both English and Spanish. Several members of our staff are fluent in Spanish and provide on-site written translations of documents large and small so that there is a seamless flow of information in both languages. Documents such as those addressing health, safety, disciplinary matters, administrative matters and student performance are written and distributed in both languages.

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.

Our parent coordinator speaks both Spanish and English, as does our guidance counselor, Community Associate, School Secretary and many of our teachers. Since there are many staff members fluent in both Spanish and English, there is always a verbal translation available for parents, whether they walk in unexpectedly or have an appointment. Our capacity to handle bilingual conversations extends to phone communication, as our office staff are fluent in both languages.

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>.

Signs in multiple languages that direct parents to services for translation are posted in the main office and the student services office so that are easily visible by parents and visitors. The Bill of Parent Rights and Chancellors Regulation A-663 are distributed at the beginning of the the year to parents at orientation and backpacked home with students. The campus safety plan contains provisions for notification to Spanish speaking parents.