



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** COALITION SCHOOL FOR SOCIAL CHANGE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 04M409

**PRINCIPAL:** JOHN SULLIVAN

**EMAIL:** JSULLIV3@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANTHONY LODICO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 Sullivan	*Principal or Designee	
Peter Cherr	*UFT Chapter Leader or Designee	
Takenya Burns	*PA/PTA President or Designated Co-President	
Ryan Echevarria	DC 37 Representative, if applicable	
Antoinette Campbell Iman Khoufaihy	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Mike Melendez	CBO Representative, if applicable	
Michael Mastrocinque	Member/Teacher	
Randi Albert	Member/Teacher	
Edna Garcia	Member/Parent	
Simone Burns	Member/Parent	
Hilda Dominguez	Member/Parent	
	Member/	
	Member/	

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

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

### **WHICH SCHOOLS NEED TO COMPLETE THE SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

## GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Based on results of QR, LES and Progress Report .

Page two of the Progress Report 2011-12 showing percentage rates of 66% and lower for credit accumulation. Regents pass rate at .58 to 1.46.

### **Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

\_\_\_\_ 2.2 School leader's vision

  x   2.4 School leader's use of resources

\_\_\_\_ 2.3 Systems and structures for school development

  x   2.5 Use of data and teacher mid-management effectiveness

### **Annual Goal #1**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

**2.4** By August 2013 there will be an increase in the number of students earning 10 credits or more, there will be an increase in the number of students passing the weighted regents exams, and school attendance will increase to 80%.

- Increase student attendance
- Increase student credit accumulation
- Increase student pass rates on Regents exams

**2.5** By June 2013 all teachers will have had a minimum of 6 observations with feedback and next steps for improvement.

- Increase the frequency of teacher observations with feedback in both written and verbal format with aim to improve teacher practice and ultimately improve student outcomes

### **Instructional strategies/activities**

#### **2.4**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- b) key personnel and other resources used to implement these strategies/activities,
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
- d) timeline for implementation.

a)

- Aligned the school program to meet the needs of students, including longer class periods, increased days of tutoring
- Annualized course program
- PM school being offered for Credit Recovery
- Saturday School classes offered for credit
- Purchase of on-line credit recovery courses, electives and SAT prep
- Teacher led attendance of outreach
- Mandatory attendance meeting for families of students attending between 40-60% of the time.

b)

- John Sullivan
- Karen Ward
- Peter Cherr (UFT Chapter Leader)
- Lori Friedman (Guidance Counselor)

c)

- Daily attendance goal of 80% by the end of the school year 2012-13
- Show an increase in the number of students that accumulating the 10 or more credits to be promoted to the next grade
- Show an increase in the number of students are taking and passing the (5) required Regents exams.

d)

- Program alignment
- PM School starts January 2013 – May 2013
- Saturday Academy – January 2013-June 2013
- On-line course offerings available February 2013
- Teacher outreach starts January 2013
- Mandatory meetings – January 30, 2013, March 2013 and June 2013

## 2.5

a)

- CSSC is currently participating in the Teacher Effectiveness Pilot. Through the pilot we are using the Danielson rubric as a means to track teacher progress.
- Three observations with feedback written/verbal for all teachers in each semester.
- Mid-year conversation to identify areas for growth.
- End-year conversation to wrap up the year's work and identify a starting point for next year
- Professional Plan is adjusted and modified based on the findings of classroom observation.

b)

- John Sullivan
- Karen Ward
- Teacher effectiveness team
- Sara Powers
- John McWilliams
- Michael Mastrocinque

c)

- Each teacher will have 6 observations throughout the school year. There will be three in the first semester, a midyear conversation to set goals for the second semester, three observations in the second semester and then a final year conversation to sum up and set targets for next year.
- Student work is used as evidence of learning for each lesson.

d)

- 1/18 - three observations for all teachers
- 2/15- mid-year conversations completed
- 6/1 - three observations for all teachers

- 6/26- end-year conversations completed
- PD held first Monday of every month, one week during each grade team meeting cycle, and optional sessions held during lunch period and after school

The priority/focus funds are being used to provide programs and opportunities to students that need to make up credit both through credit recovery and taking classes over. The PLATO program will provide students the chance to take classes on-line. The program provides a pre test, midterm and final assessment to measure the students mastery of the material. This program will allow students to make-up credits and for students to take electives on-line and get ahead with credits.

This program allows for students to work at their own pace and to work both in school and from any from home. All assessments are completed in school so that they are monitored by a teacher. The program allows the school to offer additional courses that we do not have the man power to offer.

The school has implemented a Saturday Academy and Credit Recovery After School Program. These programs provide students with the opportunity to participate in credit recovery programs and credit attainment programs (both to make up failed courses and as electives).

The school has contracted TEQ to provide teachers with professional development on improving student participation in classes through the effective use of technology. This professional development takes place on site and is differentiated by each teachers technological needs. The professional development includes both out of classroom and in classroom support for the teacher and helps teachers move their work to meet the CCSS.

**Budget and resource alignment**

- Indicate your school’s Title I status: X  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 IA     Title IIA     Title III     Set Aside     Grants    x Other-describe here: \_\_ Priority  
 Focus \_\_\_\_\_

**Service and program coordination**

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

2.4

**Title I focus/priority money will be used to fund PM School and Saturday Academy to help struggling students attain their missing credits and make-up courses that they failed earlier in their high school career. The time allows for in-class instruction and time for teachers to collect and analyze data around student performance.**

- Supervisor Per-session for PM School (2 staff x 2hours x 23 sessions ). **Mr. Sullivan and Ms Ward**
- Supervisor Per-session for Saturday Academy (2 staff x 3.5hours x 18 sessions). **Mr. Sullivan and Ms. Ward**
- Per session for teacher for PM School (1.6 staff x 2hours x 23 sessions), additional funds from school budget fund TL Temporary Short-fall also used to fund the rest of the program. **Mr. McWilliams(Algebra) and Mr. Toussaint (Social Studies Global)**
- Per session for teacher for Saturday Academy (5 staff x 3hours x 18 sessions). **Ms. Deluca (phys Ed), Mr. Mc Williams (Algebra), Mr. Ritacco (Geometry/PLATO), Mr. Toussaint (Social Studies Global), Ms.**

**Title I focus/priority money will be used to increase our course offerings and opportunities for students to participate in Credit recovery and Credit**

**Attainment.** Money will also be used to provide professional development to teachers on ways for them to effectively use technology to increase student participation and class and for students to meet and exceed the CCSS. **Twenty students participated in Saturday School, Seventy students in PM School, and twenty-five students are utilizing PLATO.**

- **Cost of on-line program PLATO , Educational Software budget line UUSN**
- **Cost of professional development for teachers with TEQ, Curriculum and Staff Development Contracts UJOR. TEQ is conducting the professional development, Jacklyn Wickham is the instructor. There are fourteen teachers partaking in the professional development sessions.**

**2.5**

- **Coverage for teacher effectiveness Team when they are at meetings.**
- **Possibly per session money if mid-year conversations need to be held after school hours**

**GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

**3.2 The school leader and staff support and facilitate a quality implementation of a rigorous and coherent curriculum aligned to the Common Core Learning Standards (CCLS) in Pre K-12. Based on the 2011-12 Quality review page 4.**

**3.4 Based on leaderships overall assessment of need for teachers to have time to plan/meet**

**Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<input checked="" type="checkbox"/> 3.2 Enacted curriculum	<input checked="" type="checkbox"/> 3.4 Teacher collaboration
<input type="checkbox"/> 3.3 Units and lesson plans	<input type="checkbox"/> 3.5 Use of data and action planning

**Annual Goal #2**

**3.2**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013 all students will engage in NYC Instructional Expectations aligned to the CCSS.
- By March 2013 teachers will Implement CCSS into all curriculum maps and into daily lesson planning.

**3.4**

- By September 2102 and for the 2013 school year teachers will be provided with common planning/meeting time with co-teachers, grade teams and content teams.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  - d) timeline for implementation.
- a)
  - English Department is working on horizontal and vertical alignment of curriculum
  - For English and Social Studies we have identified the writing skills that students should be able to master by grade
  - We have purchased TCI Global Curriculum for the history department.
  - Teachers will be rolling it out during the spring semester of 2012-13
  - We have purchased a curriculum for the ESL classes. This will allow us to differentiate instruction based on student levels.
  - SPED team continually works with the teaching staff to make accommodations for students but keep the level of rigor
  - Purchased ACHIEVE 3000 curriculum to improve students reading
  - Purchased Edmentum/PLATO for credit recovery and electives program
  - Purchased PROQUEST license for all teachers to use as a tool to differentiate the reading material used in classes.
- b)
  - John Sullivan
  - Karen Ward
  - Sara Powers
  - Content team leaders
  - Grade team leaders
  - Global History Teachers
- c)
  - CCSS included in all curriculum maps
  - By the end of the school year have vertical and Horizontal alignment of the English Curriculum
  - By June Global History Classes will be using TCI Curriculum
  - ESL classes using new curriculum starting second semester 2012-13
- d)
  - October 2012 teachers align curriculum maps to CCSS
  - February 2013 teachers make adjustments to curriculum maps
  - By June 2013 TCI curriculum implemented by Global History Teachers
  - By June 2013 ESL curriculum fully implemented by students' levels
  - November 2013 SPED Teachers lead PD on accommodations. Ongoing for the rest of the school year

**Instructional strategies/activities****3.4**

- a)
  - Grade teams meet weekly. The meetings are broken into a four-week cycle. Each week has a focus for the team meeting. (Please see Example A below)
  - Content area teams meet one Monday each month
  - Co-teachers meet several times a week. During this time they do lesson planning, grading etc.
- b)

- John Sullivan
  - Karen Ward
  - Peter Cherr (UFT Rep.)
- c)
- Weekly meeting time for all grade teams
  - Monthly Meeting time for all content area teams
  - Two to three times a week co-teachers have common planning time
- d)
- Started in September 2012 and ongoing through June 2013

**Example A**

**Coalition School for Social Change Grade Team Meetings**

**Overview**

This year the grade team meetings will take place during the school day. The grade team meeting will operate on a four week cycle. Each week in the cycle will have an area of focus. At the end of each semester the teams will have two weeks to review their findings and to make next steps and adjustments to teaching, curriculum, etc. for the next semester.

**Area of Weekly Focus**

Week 1- Grade team issues and planning for the coming weeks.

Week 2- Review of student issues including discussions on how to move/support SWD

Week 3- Professional Development

Week 4-Inquiry Work-Looking at student work

**Cycles**

**Semester one**

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Five
September 10	October 8	November 5	December 3	January 7
September 17	October 15	November 12	December 10	January 14
September 24	October 22	November 19	December 17	
October 1	October 29	November 26	December 31	

**Semester Two**

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Five
January 28	March 4	April 8	May 6	June 3
February 4	March 11	April 15	May 13	June 10
February 11	March 18	April 22	May 20	
February 25	April 1	April 29	May 27	

\*Dates above are week of

Priority/Focus funds have been used to provide teachers with:

-Curriculum in ESL and Social Studies. This curriculum will help the teachers pace the work to meet the requirements needed for the students to master the state Regents.

-Achieve 3000 will help teachers work with targeted students to improve their literacy skills. Achieve 3000 will be used to support the work of students in specific content classes...for example EIA and History in 9<sup>th</sup> grade.

-The PLATO program will provide students the chance to take classes on-line. The program provides a pre test, midterm and final assessment to measure the students mastery of the material. This program will allow students to make-up credits and for students to take electives on-line and get ahead with credits. This program allows for students to work at their own pace and to work both in school and from any from home. All assessments are completed in school so that they are monitored by a teacher. The program allows the school to offer additional courses that we do not have the man power to offer.

#### Budget and resource alignment

• Indicate your school's Title I status: X  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 IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:  Title 1 Priority Funds used for ESL, TCI, PLATO and Achieve 3000 \_\_\_\_\_

#### Service and program coordination

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

3.2

**Title I focus/priority money will be used to implement Achieve 3000 program. The program trains teachers to use the on-line software to assess and help improve student reading levels and comprehension. The program helps the teacher differentiate the materials used to enhance the subject content on a variety of levels while at the same time helping students master and improve their reading comprehension.**

- **Purchase of ESL Curriculum (\$5,775). There are 33 students this curriculum is used for.**
- **Purchase of TCI Global Curriculum (\$11,485). There are 208 students that this curriculum is being used for (9<sup>th</sup> and 10<sup>th</sup> grade)**
- **Per Session for English Department Planning. Mr. Lion, Ms. Decuzzi, Ms. Powers**
- **Cost of Achieve 3000, Educational Software line UUSO. There are 110 students that are using this program.**
- **Cost of Edmentum/PLATO , Educational Software Line UUSN. Currently there are twenty-five students using the program**
- **Pro-Quest All teaching staff have access to system to differentiate articles for their classes.**

3.4

**Funding was not required for grade team meetings. Through the SBO vote teachers agreed to the meeting time during the contractual school day and did not require any further funding.**



### **GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)**

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

#### **Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Based on the 2011-12 QR page 5 Create a school-wide system of assessing students that informs instruction that increases student achievement.

Based on the progress report

#### **Tenet #4 TEACHER PRACTICES AND DECISIONS**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

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

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
  - Increase student credit accumulation by 10% by August 2013
  - Increase student pass rates on Regents exams by 10% by August 2013

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

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

#### **4.2**

a)

- School-wide initiative to include focused writing in all lessons
- School-wide focus on using Exit Slips as a means to assess students understanding of material at the end of each class
- Focus on increasing the Higher Order Thinking (HOT) in each class
- Network and school Instructional rounds to assess the progress of HOT
- **PD offered for all of the above**

b)

- John Sullivan
- Sara Powers (Literacy Coach)
- Cia Pinkerton (Network Liaison)

c)

- Increase number of students meeting 10 or more credits at the end of the school year
- Increase number of students passing Regents exams

- Increase students college readiness

d)

Writing initiative began 9/12 ongoing

Formalized exit slip February 2013 ongoing

First Instructional Round Jan. 2013 school run round March 2013

**HOT PD done semester one and continuing through semester two**

Professional development is designed to help teachers strengthen their practices and help them to effectively assess student growth and mastery of material. The professional development around writing is meant to help teachers to help students to increase their stamina and ability to write for college readiness.

Priority/Focus money is not going to be used to fund this

**Budget and resource alignment**

- Indicate your school's Title I status: X  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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

n/a

**GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

Based on the Quality Review 2011-12 page 5 develop a system for continually measuring instructional and organizational growth so that expedient adjustments may be made to ensure continued student learning.

**Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH**

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
  - Increase student credit accumulation (by 10%) on increase student pass rate on Regents exams (by 10%) through support of social and emotional development. Goal to be reached by August 2013.

**Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
    - a) strategies/activities that encompass the needs of identified student subgroups,
    - b) key personnel and other resources used to implement these strategies/activities,
    - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
    - d) timeline for implementation.
- a)
- Mt. Sinai Teen and Adolescent Center workshop
  - Big Brother, Big Sister Mentoring program
  - Save room was converted to a Learning Center and available every period of the day
  - SPARK Counselor on staff. Offers leadership class to students, drug/alcohol/sex prevention, and individual and group counseling
  - As part of the Grade Team meeting cycles, there is time allotted to review and identify students needing support. There is time allotted to just supporting and reviewing needs of SWD
  - School-wide celebrations in place to promote community and share in our successes
  - Early Stages theater program
- b)
- John Sullivan
  - Karen Ward (AP)
  - Lori Friedman (Guidance Counselor)
  - Neva Small (ESL and Health Teacher)
  - Ryan Echevarria (SPARK Counselor)

- The PTA

c)

- Have variety of programs available to support students
- Expose students to cultural events/opportunities
- Foster and sustain an environment where all feel safe

d)

- Offered throughout the school year
- Operates throughout the school year
- Class meets daily, counseling sessions scheduled weekly and as needed. Whole school presentations done throughout the year
- Teachers work with organization to expose student to Broadway shows that support the work being done in classes.

All the above programs meet with students during the school day for support. The programs also have after school components that provide students with support such as: tutoring, peer counseling/support, mentors in the world of work and in a variety of fields. The added support helps keep students on track, helps them with school work, and gives them skills needed to be productive college and career ready citizens.

**Budget and resource alignment**

- Indicate your school’s Title I status: X  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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - **Spark Counselor Salary**
  - **Class supplies to support work with Mt. Sinai. All 325 students participate throughout the school year.**
  - **Cost of tickets through Early States (between \$5 and \$7 per student). Fifty students have been participating throughout the school year.**

**GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)**

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

**Major Recommendation**

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.
  - Based on the Learning Environment survey 2012-13
  - Need to increase parent involvement and input
  - Decrease in parent satisfaction with opportunity to be involved

Based in the 2011-12 Learning Environment Survey low parent response rate.

**Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT**

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment                       6.4 Partnerships and responsibility  
 6.3 Reciprocal communication                       6.5. Use of data and families

**Annual Goal #5**

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
  - 6.2**        During the 2012-13 school year increase the parent involvement, from about 5 families in 2011-12 to 20-25 families in 2012-13. This will be based on :
    - Attendance at PTA meetings and functions
    - using SKEDULA to keep up to date on all student progress, including attendance
    - at school activities (such as All school luncheon, Parent and Teacher meetings, response to the Learning Environment Survey)

**Strategies to increase parental involvement and engagement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.  
Describe the research-based 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.
- 6.2**  
a)
- regularly scheduled PTA meetings
  - Monthly SLT meetings
  - Workshops for parents on various issues
  - Phone messenger used to send messages

- Parents have SKEDULA access for up-to-date information on student's progress
- Bi-weekly, monthly and semester letters sent o families regarding attendance issues
- Parent news letter will be instituted
- Parent coordinator and PTA executive board reach out to parents to invite them to events
- PTA set up information session/booth during open school meetings
- Teacher Team visits to home of targeted students

b)

- Digna Carrasco (Parent Coordinator)
- Simone Burns (PTA VP)
- John Sullivan
- Karen Ward

c)

- Have a fully functioning PTA with executive board that holds and rounds meetings
- Have full parent participation on the SLT
- Increase the number of parents that participate in the LES
- Regular communication with families

d)

- Meetings set September to June
- Phone messenger used on needed basis
- Attendance letters on regular monthly schedule
- Newsletter in place by February 2013 and out monthly
- Teacher lead targeted visits January 2013

**6.5)**

a)

- Workshops for parents on graduation requirements
- How to use SKEDULA workshop for parents at Parent-Teacher Meeting and PTA
- Include SKEDULA usage tips in calls, map home and parent newsletter

b)

- Digna Carrasco (Parent Coordinator)
- Simone Burns (PTA VP)
- John Sullivan
- Karen Ward
- Mark Lion (SKEDULA Monitor)

c)

- Have parents able to access SKEDULA
- Have parents aware of credits and regents requirements for graduation from HS
- Have parents in the habit of checking SKEDULA on a regular basis to assess their child's attendance, class progress etc. before the report card.

d)

- Workshops on both open school evenings
- Presentation on SKEDULA at PTA meeting in February

**Budget and resource alignment**

- Indicate your school's Title I status: X  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 IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: \_\_\_\_\_

**Service and program coordination**

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

6.2

- **Cost of SKEDULA (but not form Priority/Focus)**
- **Per Session for teacher home visits (Not from Priority Focus)**

6.5

**Title I focus/priority money will be used to provide workshops for parents on understanding the CCSS and ways that they can help their child successfully complete high schools.**

- **Cost of SKEDULA (Not from Priority Focus)**
- **Workshops for parents(TBD), non-contractual services UJOP. Mt. Sinai presented, Mercy College. At this time we have not had to pay for any of the presentations.**

### 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	-writing in every lesson -use of exit slips -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lessons	-Small Group Tutoring -Smaller Classes -team teaching	-During School Day -Pm School -Saturday Academy
Mathematics	-writing in every lesson -use of exit slips -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lessons	-Small Group Tutoring -Smaller Classes -team teaching	-Small Group Tutoring -Smaller Classes -team teaching
Science	-writing in every lesson -use of exit slips -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lessons	-Small Group Tutoring -Smaller Classes -team teaching	-Small Group Tutoring -Smaller Classes -team teaching
Social Studies	-writing in every lesson	-Small Group Tutoring	-Small Group Tutoring

	<ul style="list-style-type: none"> <li>-use of exit slips</li> <li>-Increase of Higher Order Thinking questions and assignments</li> <li>-team teaching</li> <li>-infusing various literacy skills into lessons</li> </ul>	<ul style="list-style-type: none"> <li>-Smaller Classes</li> <li>-team teaching</li> </ul>	<ul style="list-style-type: none"> <li>-Smaller Classes</li> <li>-team teaching</li> </ul>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	Guidance Counselor SPARK Counselor	During school day

### **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.

- Attend DoE Hiring Fairs
- Work with several colleges that have teacher training programs
- Candidates interview with committee
- Candidates present a demonstration lesson
  
- Our retention rate of good teachers has been strong
- We are Highly Qualified in all areas
  
- Work with several colleges that have teacher training programs
- Offer Professional Development on:
  - School wide level
  - Individual level
  - Small groups
- Professional Development opportunities offered to teachers outside of school
- Literacy Coach works with all teachers on planning, demonstration lessons, and assessment

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND 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.

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**COALITION SCHOOL FOR SOCIAL CHANGE (CSSC) PARENT INVOLVEMENT POLICY (PIP)**

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. CSSC'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;

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

CSSC 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**

CSSC, 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. CSSC Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. CSSC 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. CSSC 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 <b>Kathy Pellis</b>	District <b>4</b>	Borough <b>Manhattan</b>	School Number <b>409</b>
School Name <b>Coalition School for Social Change</b>			

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

Principal <b>John Sullivan</b>	Assistant Principal <b>William Costello</b>
Coach <b>Sara Powers</b>	Coach <b>type here</b>
ESL Teacher <b>Neva Small, Paula Bautista</b>	Guidance Counselor <b>Lori Friedman</b>
Teacher/Subject Area <b>Frederick Black, Spanish, NLA</b>	Parent <b>Ileana Alvarado</b>
Teacher/Subject Area <b>Jose Gallon, SPED</b>	Parent Coordinator <b>Digna Carasco</b>
Related Service Provider <b>Joan Idy, Jena Stil</b>	Other <b>Angelina Ayala</b>
Network Leader <b>Kathy Pellis</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>384</b>	Total Number of ELLs	<b>41</b>	ELLs as share of total student population (%)	<b>10.94%</b>
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## Part II: ELL Identification Process

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

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

Upon admission to the school, students are initially identified as ELLs based on

Step 1. Close examination of the CUME file provided by the D.O.E high school placement office. This file is evaluated by the assistant principal, William Costello, and one of two guidance counselors Lori Friedman and Joan Idy. Next, the newly admitted student is referred to Digna Carrasco, the parent coordinator, and to Neva Small, one of the two licensed the E.S.L teachers, for a family interview to establish a home school partnership.

Step 2. The Home Language Survey is filled out. In cases where this document already exists it is reviewed closely. This review reveals relevant information to the student's future instruction at our school. In cases where the student is continuing his or her education in New York, this survey is found in the CUME file provided by the DOE high school placement office. The CAPS system can be consulted for relevant background information. Access to the CAPS system is provided to selected school administrators, such as the assistant principal William Costello.

Step 3. An informal oral interview focusing on "attentive engagement" with the student and the family members of the student is the targeted goal of this interview. The ESL Teacher, Guidance Counselor, Parent Coordinator take the lead on this outreach to families and students. Whenever possible this interview is conducted in the family's native language by staff and faculty. The oral interview addresses the student's educational background such as which schools he or she has attended and in what state or country these schools are located. The interview also explores the student's school attendance time line, looking for any indication of an interrupted education (making them a SIFE student) or of any evidence of learning delays or learning differences. Whenever possible transcripts from previous educational institutions are evaluated by the guidance counselor and the other members of the school admissions team as named in this policy form. This review determines grade and class placement and looks at the test history of the student to date. The oral interview conversation explores relevant home school partnership issues that impact the student's life at our school.

Step 4. For new admits to the NYC public school system, during initial enrollment at the Coalition School for Social Change, the intake worker discusses home language with the the parent or guardian who then completes the Home Language Identification Survey (HLIS). Whenever possible written material is provided in English and in translation, by contacting the DOE office of Translation Services at [http:// schools.nyc.gov/offices/translation](http://schools.nyc.gov/offices/translation).

Within the first 10 days of the student's enrollment in our school, the LAB-R test is administered to determine the eligibility of

the student for ESL services. If the LAB-R test indicates that the student will require English language support services, an entitlement letter is provided to parents to inform them about the child's identification. The three types of ESL programs (Transitional Bilingual, Dual Language and Freestanding ESL) are explained to the parents. A complete dialogue is encouraged in an effort to confirm the parents' understanding of the freestanding ESL program we offer at the Coalition School. Whenever necessary, our Parent Coordinator and bilingual staff members or members of the DOE Translation and Interpretation Unit are available to assist with parent communication and to confirm a full understanding of information. The families should also be directed to the published DOE websites for parents of ELL students, sponsored by the DOE. The child is then enrolled in the appropriate program within ten days. All written material is made available to the family's native language whenever possible.

Step 5. Upon admission to the school, a complete record review of students who have previously attended New York City public schools (articulating, transfer or returning ) is conducted to determine eligibility for ELL services. This includes evaluation of Home Language Surveys, LAB and NYSESLAT scores and any other relevant material in a student's cumulative record and/or NYC DOE databases.

The pedagogues who are responsible for conducting the initial screening, and administering the HLIS and the LAB-R (if necessary) are Lori Friedman (Guidance Counselor), Joan Idy (Guidance Counselor) Digna Carrasco (Parent Coordinator- English and Spanish), William Costello (Assistant Principal), Neva Small (ESL Teacher), and Frederick Black (Spanish Teacher and Native Language Arts Teacher) Karen Ward (assistant principal of Special Education). The pedagogues responsible for the testing are Neva Small, and Rick Black, Paula Bautista, (ESL Teacher). The languages spoken are English, Spanish, French and Creole. Neva Small holds ESL certification with Special Education certification underway. Paula Bautista hold certification in Math with ESL certification underway. Rick Black holds certification in Spanish. Wesley Touissant is a certified History teacher who is fluent in Haitian Creole.

There are several methods of delivery and return of all relevant communications. The HLIS is usually signed in person at the school by the parent. All other forms are either mailed or hand delivered to parents by their child. There is always teacher follow-up to make sure all pertinent documents are returned in a timely fashion.

Program choice is determined by parent choice and availability. Parent Notification Letters and Parent Surveys are distributed to parents at the beginning of each school year. Coalition offers freestanding and push in ESL programs. As per CR part 154, ELL orientation is provided for parents of incoming students in June, prior to admission and again in September. Parent orientations are conducted by the Parent Coordinator , the Principal and other members of the ELL team, in both English and Spanish. In the event any other languages are required, special translations arrangements are made in an effort to support the home school partnership. If needed, the DOE Unit and web site of the Office of Translation and Interpretation Unit are utilized for this purpose.

In September and October, letters of Discontinuation of services, Continuation of Services, and Entitlement letters and invitations to parent meetings are sent to the homes of currently enrolled students. Follow up is provided by the ESL teacher, counselors and bilingual support staff. For the last five years, all parents have opted for the freestanding ESL program.

In September the ATS RLAT report, is used to identify ELLs. The RMNR NYSESLAT combined modality report is used to analyze all the modalities of the NYSESLAT in order to customize instruction for our ELLs in the areas of speaking and listening, and reading and writing. During the months of April and May the NYSESLAT is administrated to determine continued eligibility for the following year.

The freestanding ESL model, and the push-in method of instruction are the only ones available at the Coalition School for Social Change. This is based on the number and needs of ELL students we have across the grades as per the DOE recommendations. Therefore, we try to respect parents' selections and in the rare instance we cannot support an ELL learner, work with social workers and high school placement to find an alternate educational setting.

A Description of the Steps Taken to Annually Evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT):

In the fall semester the most recent NYSESLAT scores are utilized to determine programming for the ESL students. These scores are assessed by the assistant principal of programming, William Costello and the guidance counselors to determine the placement of each

student based on the NYSESLAT level achieved. The incoming ninth grade students and any new students to our school are also placed in the appropriate educational setting as per testing determinations. In the event an IEP exists, it is examined by the trained placement officers listed in this paragraph, for appropriate class placements. These pedagogues include William Costello, assistant principal of programming, Karen Ward, assistant principal of Special Education, Lori Friedman and Joan Idy, guidance counselors and Neva Small and Paula Bautista, ESL teachers.

In the fall semester the NYSESLAT predictor test is administered as per the DOE schedule by the certified ESL faculty members. It is evaluated and assessed by the literacy coach Sara Powers and the English department in order to support NYSESLAT instruction throughout the content areas.

In the fall semester, other English Language Skill based tests are administered by the English department faculty members to evaluate and plan instruction for mastery of the academic English skills for the both the ESL and general student body.

At the end of the fall semester, “Mock Regents” are administered to give our entire student body, high stakes test taking practice. The ESL students are giving the testing modifications that they are entitled to by DOE and NY State recommendations such as a third reading of the listening passage, a separate classroom setting, extra- time and glossaries (except for the English mock Regents, which does not include the glossary as a testing modification).

In the Spring semester, teaching and learning revolves around NYSESLAT preparation. Specific curriculum materials such as “Getting Ready for the NYSESLAT” dictate the unit aims and the daily instruction. These NYSESLAT workbooks are used by the students and provide a valuable assessment vehicle for the teachers. The teachers continue to include, the the licensed ESL teachers, Neva Small and Paula Bautista, and the licensed Native Language Arts Teacher Rick Black. All of these teachers work closely with Sara Powers, the literacy coach, in delivering instruction tailored to the ESL learner. This instruction is embedded with the skill practice required for progress in academic English especially targeted for the demonstration of proficiency on the NYSESLAT examination. These goals are communicated to the entire faculty and to the students, through regular communication including co-planning time, classroom visits, collaborative meeting times and written communication.

Each grade team is currently conducting ongoing inquiries, with the focus in and around the progress of ESL students based on the data provided by all of the above and the information found in the ARIS system. Whenever possible support is provided to each student on an individual basis in order to strengthen the following modalities as reflected in their NYSESLAT scores: reading, writing, listening and speaking. The grade team inquiry includes a reading assessment, such as the Scantron reading assessment tool and the Bader test. There is regular examination and discussion at the grade team meetings about these results and about each student’s progress. Very often the data seems to indicate that the progress of the ESL student in our school is hindered by reading comprehension issues. The tools that are used for evaluation include the information the ARIS system provides which includes test histories, credit accumulation and progress exhibited in each core content subject. Trends are identified and strategies to target instruction for the ESL student across the content areas are explored and introduced into the classroom instruction. Our school wide professional development sessions reinforce best practices in the classroom.

The NYSESLAT predictor test is administered as per the DOE schedule and evaluated and assessed by the English department in order to support NYSESLAT instruction throughout the content areas. In April and May, the official NYSESLAT testing takes place in our school on the district wide schedule.

#### A Description of the Structures That Are In Place To Ensure That Parents Understand The Program:

The overall process is as follows: at orientation events in September, the beginning of the school year, and in October, during parent teacher night, parents meet the ESL instructors and other administrators who are able to discuss the program choices and the specific ESL curriculum provided by the school. The certified ESL teachers involved in this effort are Neva Small and Paula Bautista. In accordance with the Chancellor’s recommendations, the school provides information for parents about program options and ESL placement available in the New York City public schools. This helps to determine the program that best matches their child’s needs. All faculty and staff members, including the bilingual members listed in this LAP policy report are available by phone, by appointment for one on one meetings, which can take place, before during or after the school day and by email communication. Email communication uses the school wide system made available to all parents and students teachers and support staff. These methods and actions continue

into the Spring semester as well. If summer school is indicated, William Costello makes the placement at our summer school site. Whenever possible a partnership is arranged for the ESL students by Neva Small, with the non- profit organization “Literacy Partners” for our ESL students to continue their English language study in reading ,writing, speaking and listening.

There is an information video available for viewing which details the program choices available at these meetings. Parents also meet with guidance counselors Lori Friedman and Joan Idy and the Parent Coordinator, Digna Carrusco who serve as additional ongoing support for ELL students throughout the year. Those parents who are unable to attend this meeting are contacted by the ESL teacher and the parent coordinator. Additional meetings and phone conversations take place as needed. Parent and caregivers are also directed to the DOE Office of Family Engagement and Advocacy at <http://schools.gov/offices/OFEA>.

Our school ensures that entitlement letters are distributed in several languages either by hand to the parents in person or by sending them home with the student. Whenever possible, the U.S. mail is used to send home these communications as well. These letters are stored with other relevant ESL materials in the ESL classroom by Neva Small in the ESL binder.

Parent Survey and Program Selection Forms are done online or via the mail and coordinated by classroom teachers and the Assistant Principal, William Costello. As per the DOE site these forms are available in several languages as well.

For new admits to the NYC public school system, during initial enrollment at the Coalition School for Social Change, the intake worker identifying the home language. Whenever possible this interview is conducted in the native language and in English with the parents. Then the parent or guardian completes the Home Language Identification Survey (HLIS). Within the first 10 days of the student’s enrollment in our school, the LAB-R test is administered to determine the eligibility of the student for ESL services. If the LAB-R test indicates that the student will require English language support services, an entitlement letter is provided to parents to inform them about the child’s identification. The three types of ESL programs (Transitional Bilingual, Dual Language and Freestanding ESL) are explained to the parents. A complete dialogue is encouraged in an effort to confirm the parents’ understanding of the freestanding ESL program we offer at the Coalition School. Whenever necessary, our Parent Coordinator and on-staff translators are available to assist with communication and confirm a full understanding of information and the child is enrolled in the appropriate program within ten days. All written material is available in the family’s native language whenever possible.

In addition to the previously described intake process, throughout the academic year, the Parents Coordinator and the ESL teachers are available to parents using several outreach methods of communication. Regular parent teacher meetings, telephone conferences, email, and the school-wide Jupiter Grades online grading system are all ways of conducting outreach and support for parents, teachers and students. All content may be translated using online translation sites and tools

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
--	--

**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#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										1	1			2
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	1	0	0	2

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	2
SIFE	6	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	11

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	2	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	6	0	8	0	0	11	0	0	35
<b>Total</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>35</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

## Freestanding English as a Second Language

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

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Coalition offers a freestanding ESL program as its primary organizational model in heterogeneous student groupings. However, thanks to two dual-certified ESL teachers, we also offer Math with an ESL teacher. The faculty harmoniously accepts targeted pull-out ESL department student-teacher sessions whenever necessary, especially during pre-testing season. Currently, we partner with CUNY School of Education, to provide us with student teachers and learning partners. Due to the range of ages/grades/proficiency levels of students,

## A. Programming and Scheduling Information

heterogeneous classes are offered. Students scoring at the Beginning Level will receive 3 units (540 minutes) of ESL instruction weekly. Students scoring at the Intermediate Level will receive 2 units (360) minutes of ESL instruction weekly. Students scoring at the Advanced level will receive one unit (180 minutes) of ESL instruction weekly. Our staffing enables us to ensure that the mandated number of instructional minutes is provided. Instructional minutes are delivered in each program model using a wide array of differentiation strategies and testing modifications as per CR Part 154.

Instruction in the ESL classroom is provided in English. Intermediate level students are scheduled for two periods of ESL instruction daily. In order to maximize opportunities for academic support and credit accumulation, beginning and intermediate students are scheduled for an extended day (with a “zero period” ESL class). Where programming permits, ninth and tenth grade students receive their second period of ESL instruction through a co-teaching model in an English Language Arts classroom, where the focus is on the development of reading, writing and speaking skills. Students at the advanced level receive one period of ESL instruction daily. In addition, those students who were serviced at the intermediate level during the 2011-2012 school year are programmed for a Native Language Arts class, taught by a licensed Spanish teacher. The focus in this class is on the strengthening and development of reading, writing, and conventions of grammar in Spanish. Spanish language material serves as a basis for instruction. In addition, ESL students have targeted intervention periods three times per week with certified ESL faculty. Continued ESL program eligibility and proficiency level is determined annually by performance on the NYSESLAT and, where applicable, by the English Language Arts (ELA) Regents examination. Informed instruction is based on the following assessment vehicles: the ARIS online student data resource, the in-house BADER reading assessments, and the DOE-required ESL predictor examinations administered at least twice a year.

In order to enable LEP students to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards, the curriculum is fully aligned to the SED ESL Learning Standards. In addition, we offer several periods of intervention instruction throughout the week. These include the Reading Rewards Program. As many of our ESL students are Long-Term ELLs, the focus of instruction is on developing literacy skills. A Balanced Literacy approach is utilized. Shared, guided and independent reading and writing activities are at the center of instruction. Students read and are read to from many contexts, in individual and group structures. Many genres (i.e. poetry, drama, fiction, non-fiction, biography) are explored in preparation for the ELA Regents. Reading practice in the various genres is linked to writing practice in the form of essays, book reports, personal reflection, and practice in the genres. Writing is also linked directly to content area curriculum (i.e. answering document based questions). To supplement U.S. History class, we offer the ELLs extra support with small group tutoring daily.

A dual-certified teacher who holds Math and ESL certification instructs several math classes daily. LEP students also develop other essential skills necessary to be successful in content area classrooms. These include vocabulary development, grammar, punctuation, spelling and deciphering and understanding text. The Interactive Reader Plus series (McDougal Littell, pub.) is utilized as support material. Listening, speaking, reading, and writing are also addressed on a daily basis using the NYSESLAT preparation manual, Getting Ready for the NYSESLAT. Students in the ESL classroom are provided with time to work on content area coursework and they receive regular support in each of the content areas. Textbooks such as Writing for Science and Writing for Social Studies are used to supplement the materials that are provided in the content area classes. The ESL and content area teachers work together so that the assignments are interconnected. Also, we have introduced a daily support period for targeted academic and native language arts intervention.

ELLs who have recently tested Proficient on the NYSESLAT are given testing modifications such as separate locations and extra time for all high-stakes tests. ELLs are afforded equal access to all school programs through after-school tutoring and our various learning partnerships such as Urban Dove, Big Brother, Big Sister, The Museum of the City of New York Saturday Academy and One On One Writing Tutorials, East Harlem Beacon Center Academic and Athletics and East Harlem Pride Activities. There are several guest speakers thruout the year as part of the Coalitions School for Social Change Speakers Series that the ELL students regularly attend.

The school computer lab and media specialist serve as important resources for providing appropriate reading material. The ESL and NLA classroom are equipped with Spanish/English dictionaries and thesauri. ESL students also have full access to the technology resources available in the school. Laptop computers are regularly used by ELLs to produce written assignments and conduct research. Appropriate websites are recommended based on the level of the students.

Now that we are in our East Harlem location, the instructional plans for SIFE students and newcomer students has become more explicit in each classroom. All core content teachers differentiate using strategies that have been developed from the professional development

## A. Programming and Scheduling Information

sessions led by our literacy coach. These practices, such as intense vocabulary development are an outcome of our inquiry group study and the ARIS academic data for our ELL students. Most often, our ELL students are programmed into core content classes which are co-teaching situations. This fact allows for targeted support being extended to the ELL students and to the SWD students all through the school day. Also, the second teacher in the classroom, designs differentiated materials to support the core content curriculum materials. Often, the material is offered in the native language to supplement the English language material.

Throughout the academic year, we are accepting newcomers at an accelerated rate for our school as compared to the past. This is where the learning partnerships with various University Schools of Education, including City University that benefit our long term and daily instructional planning for SIFE students and SWD students. Currently we have three such associations. To this end we have regular “lunch and learn sessions” which are small group tutoring settings. We also utilize our computer lab for listening activities and online program support. As for testing of newcomers, our school subscribes to the N.Y. State directives regarding all Regents examinations for newcomers, ELL students and SWD students in secondary school. An early morning class before school is offered to all students as well as Thursday afternoon tutoring sessions.

Currently, our programming is accommodating all SWD students who take the NYSESLAT test into what are our least restrictive academic settings. As one of our ESL teachers also has Special Education credentials this help us to understand and support those ESL students with IEP’s. Best practice instructional strategies are offered to accelerate English Language acquisition while drawing on scaffolding techniques to enrich and differentiate for SWD students. Some of our SWD students are programmed for one on one speech sessions with a certified related service provider as well. Some of our SWD/ESL students attend regular in school counseling sessions as well.

### 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:

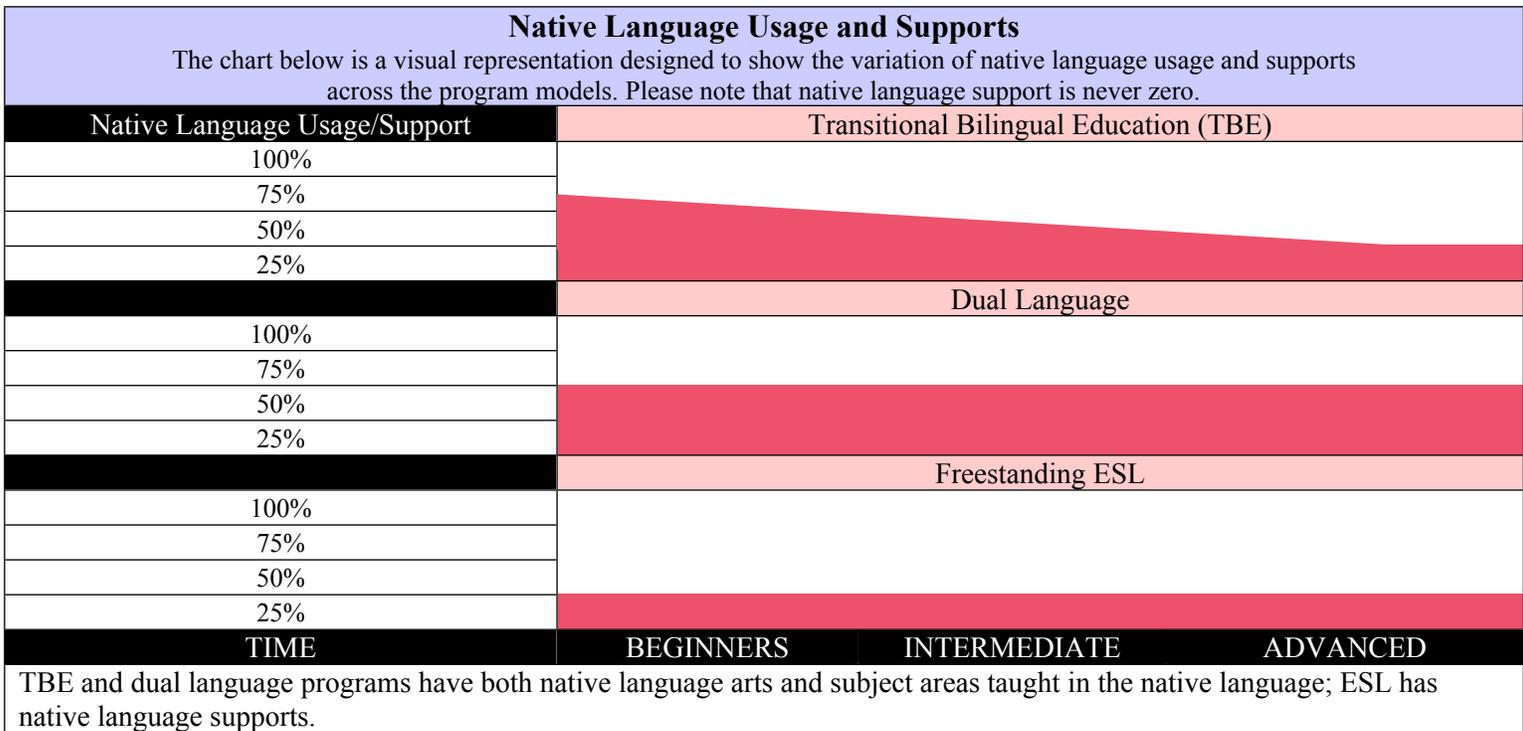
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

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

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



## 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?

Our targeted intervention plan for ELL's in ELA classes utilizes the co-teaching model.

The second teacher in the classroom designs and chooses English language support materials meant to differentiate for and accelerate academic English language progress. In the event of a subgroup such as a ELL students who are also SWD's both teachers are aware of the modifications outlined in each student's IEP. These modifications include extra time to complete academic projects and extra time for testing. There is a wide range of intervention services offered in our school. They include daily small group tutoring as part of our intervention programming, lunch and learn sessions, one-on-one tutoring. Thursday afternoons are mandated for related service provider tutoring on a regular weekly schedule. Please also note the presence of the second teacher in the core content classroom as a continuous learning support. In addition, all teachers are available to their students before and after school. In some cases, we use the buddy system as suggested by Lev Vygotsky with peer mentoring and peer help. Most of these academic supports, are offered in English. However, we do have native language support for the academics when necessary.

Due to budget cutbacks, we have eliminated our music, film and dance programs. However, we are in the process of looking for nonprofits to supplement the art programs for our ELL students.

All of our ELL students are exposed to and offered opportunities in all of our learning activities before during and after school. Currently, our students come to the small group tutoring sessions, SAT test preparation sessions and utilize the Beacon afterschool center in our school.

This center provides homework help and athletic programs such as swimming. The Museum of the City of New York has several of our students in an immigrant history-drama program. Big Brother- Big Sister is a program that includes several of our students. Also, several of our students are participants in the Art Club and the Early Stages Theater Trip program.

Thanks to a Speaker Series that takes place in our school, our ELL students are exposed to many outside guest speakers on a variety of health and wellness topics.

We will continue to use the book Scaffolding Language, Scaffolding Learning, by Paula Gibbons as a resource to inform professional development and planning for ELLs (All teachers have been provided with a copy). Content will be infused into regularly scheduled biweekly staff professional development activities throughout the 2011-2012 school year to provide teachers with insights, tools and strategies to increase ELL performance in the content areas. This year's study group will use the text Supporting English Language Learners by Farin A. Houk. The study group will be facilitated by the Literacy Coach and focus on discussion of ESL issues, effective instructional strategies, and best practices. A variety of pedagogical titles dealing with how best to support our struggling ELLs are available in the Literacy Coach library.

Additionally, the ESL teachers confer regularly with content area teachers at regularly scheduled curriculum team meetings. This ongoing dialogue is essential to insure ESL student success in content area classrooms. Finally, the school's literacy coach provides ongoing in-class and planning support for teachers. She assists with scaffolding writing assignments, vocabulary development, and strategies to make text accessible. In addition, the ESL Coordinator has been a part of the Pelles Networks Early Intervention Program, ARRA Grant-funded, at the Exemplary Teaching Lab Sites. She is also a TOPPS scholar participating in the Transformative Literacy track at the School of

Education, City College of New York. She has recently become eligible for Special Education certification. Adding a Math teacher to our staff who has ESL certification underway should benefit our ELL's as they prepare for high school graduation and pre-college activities.

Native language support is offered to all our native Spanish speakers by a certified teacher in a daily class session. However, our Arabic and Haitian speakers must use written materials and peer help to achieve English language acquisition, including computer programs. At the present time we offer Spanish as our foreign language elective.

As we are a high school we make every effort to select and utilize age and grade level appropriate materials.

Newly enrolled ELL Students are offered our summer school program which takes place at Graphic Arts High School. Both our parent coordinator and our assistant principal are in residence at this location. We also have an ongoing partnership with "Literacy Partners" which is a daily English conversation class open to our students.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

Professional development has been put in place for the entire faculty so as to raise the awareness and capacity for educating ELLs. During the 2011-2012 school year, two professional development sessions per month will be dedicated to the development of literacy strategies in the content areas, with a focus on the development of writing skills and critical thinking. This is an identified area of need for our entire population. Each of these sessions contains a component that addresses techniques and strategies directed toward the particular needs of our special needs populations, which include special education and ELL students. There are many meetings and planning sessions between the ESL faculty and the core content teachers that explore strategies and are designed specifically to support ELL instruction in the content area classrooms. There are weekly targeted student talk grade team meetings which focus on individual students and/or the ELL cohort within the grade. We are researching online sessions for our entire faculty as well. Currently we have Jami Weckstein and Cia Pinkerton communicating with us regarding ELL and SWD issues and holding after school professional development sessions. Neva Small recently completed her Special Education coursework and certification and Paul Bautista is continuing her ESL coursework. One of our Special Education teachers is planning on getting his extension. Additionally, the licensed Spanish teacher, ESL/ Special Education teacher, ESL/Math teachers, will continue our program of inter-visitations. A schedule to visit successful ESL programs in other schools will be established as well. These teachers will also participate in any appropriate, applicable professional development activities offered through our network and the Department of Education. Debriefing and sharing of experiences will take place during curriculum and/or grade level group meetings and study group sessions.

## 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?

Our school makes an effort to offer a very strong home -school partnership. We have several PTA meetings a year, offering an agenda specific to parents of ELL issues. Currently we have a dynamic new head of the PTA, who is bilingual and a child of immigrants which will help us to evaluate the needs of our ELL families. This makes our PTA especially attuned to issues of families who are new to New York.

Our parent coordinator maintains regular telephone communication with our ELL families. Also, all families are encouraged to use our online daily attendance, homework and grading system called Jupiter grades.

# 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)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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**

- 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.

Throughout the year, the DOE provides the ESL department with the NYSESLAT predictor examinations. These predictors are shorter versions of the NYSESLAT, and alternate between different modalities. The results of these NYSESLAT predictors are made available online to the ESL department. The official NYSESLAT exams are administered annually in April and May to all ESL students within the school and any X-coded students as per their IEP.

After reviewing assessment data we know that our ELLs need significant help in reading and English language acquisition.

**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.

We have new members of our PTA including several members who are the parents of ELL students. We are partnering with local Community Based Organizations that address immigrant issues whenever possible. This year we are expanding our ELL college placement counseling with a special focus on college planning for the immigrant student. We have several ELL alumni attending college as part of the SEEK program. They perform outreach to our current applicants.

## Part VI: LAP Assurances

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** m409      **School Name:** Coalition School for Social Change

**Cluster:** \_\_\_\_\_      **Network:** CFN 112

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

**Part A: Needs Assessment Findings**

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

During the initial meeting the ESL teacher/parent coordinator record the langue used by the families. That information is then kept to ensure that the communication are sent to the family in their preffered language.

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

The primary translaltion need of CSSC is Spanish. We do have a few families that speak Haitian Creole and Arabic. The ESL teacher personally informs the teachers of each child of their native home language.

## Part B: Strategies and Activities

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

The school Parent coordinator, the Spanish teacher and ESL teacher all assist with Spanish Translation. We have a teacher on staff that helps with the Haitian Creole translation for families. For other translations we would have to reach out to the DoE or an outside vendor.

We also utilize online translation tools.

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.

Spanish and Haitian Translations are done in house. We use parent volunteers for other languages and the DoE interpretation services as needed.

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>.

Parents are provided with a copy of the Parents Bill of Rights. All information items are posted in the main office, during and conference the parent is offered an interpreter. The school welcomes and encourages when families utilize another family member or friend to assist with the interpretation.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Coalition School for Social Ch	DBN: 04M409
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 33	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Total # of teachers in this program: 5	
# of certified ESL/Bilingual teachers: 2	
# of content area teachers: 3	

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our after-school Title III program will provide literacy, English language acceleration, and content area support to our ELLs. The ELLs are at various proficiency levels, and they include SIFE and long term ELLs. The majority of our ELLs are at intermediate language proficiency levels. Review of student data indicates that all ELLs need additional support in English, US History, Math and Science. The Title III supplemental program will be offered April 27 - June 12, every day, from 3:30 - 5:30 PM. It will be team taught by an ESL and a Social Studies teacher, ESL/English teacher and ESL/ Math teacher. NYSESLAT prep will be offered in April-May. ESL/US History will be offered on Tuesdays, ESL/ English on Wednesdays and ESL/Math on Fridays. On Thursdays, tutorials by ESL and content area teachers will be collaboratively offered from 4 - 6 PM.

The program components will include: ESL and core content area after-school classes focused on Regents preparation but also support for overall strengthening of literacy skills (reading informational texts, essay writing and research projects via exploration of technology).

Ipads will be purchased for small group projects in the ESL/ US History class. Prior to Ipads being purchased the computer lab and mobile lap carts will be utilized. The Ipads (and/or computer lab/mobile laptops) will enable ELL students to explore online resources and various primary sources, in English and in their native languages, in order to extend their learning in a flexible format that allows rapid information access and processing in small groups. They will create presentations and will also use the audio capabilities of the Ipads. In addition, a variety of fiction and non-fiction materials and Regents review books will be purchased and used in the after-school Title III program. The language of instruction is English, with native language support as needed.

A comprehensive curriculum was purchased for the ESL classroom. The curriculum includes materials for our beginner, intermediate and advanced students. The curriculum can stand alone as well as supplement and support the work being done in the content area classes. The curriculum includes anthologies, teacher resource materials and leveled classroom libraries.

In addition to the curriculum the school has also purchased Pro-quest a teacher and student resource of articles. Pro-quest is used to find articles on a given topic at a variety of levels. Pro-quest can be used by the ESL teacher and the content teachers to provide students with articles on their reading level. Brain-pop was also purchased this year to provide students with a visual support for both Science and Social Studies classes.

The school will also purchase Rosetta Stone English as a supplemental audio resource for our students.

**Part B: Direct Instruction Supplemental Program Information**

**Part C: Professional Development**

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In order to implement a quality Title III instructional program, the five Title III teachers and grade team teachers, will participate in professional development during our Grade Team Meeting cycles. The school weekly grade cycles are listed below, the meeting time is 54 minutes, ELLs strategies are shared during every week two, and ELL strategies are the focus of November, February and March pd sessions.

Area of Weekly Focus

Week 1- Grade team issues and planning for the coming weeks.

Week 2- Review of student issues including discussions on how to move/support SWD/ELLs

Week 3- Professional Development

Week 4-Inquiry Work-Looking at student work

Cycles

Semester one

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Five
September 10	October 8	November 5	December 3	January 7
September 17	October 15	November 12	December 10	January 14
September 24	October 22	November 19	December 17	
October 1	October 29	November 26	December 31	

Semester Two

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Five
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### Part C: Professional Development

January 28	March 4	April 8	May 6	June 3
February 4	March 11	April 15	May 13	June 10
February 11	March 18	April 22	May 20	
February 25	April 1	April 29	May 27	

\*Dates above are week of

The staff will also be using a webinar from our work with Brown University on strategies for working with ELLs. Five staff members participated in the webinar on January 2013. The webinar will be shared with the entire staff at the February and March staff meetings (45 minutes each)

In addition to the professional development mentioned above, the five Title III teachers will participate in a Study Group series during May-June 2013. The ESL teacher, Neva Small, will facilitate the discussions. The purpose is to develop a deeper understanding of best practices for our students and research case studies in order to provide coherent ELL instruction across content areas. The books studied will include: Making Content Comprehensible for English Learners - The SIOP Model, by Echevarria, Vogt and Short; and English Learners Academic Literacy and Thinking by Pauline Gibbons.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In order to support parents of ELLs in the Title III program, we offer a series of parent workshops for ELL parents, to include: college planning meetings and ESL info sessions. We invite and encourage all ELL parents to attend.

The Parent-Coordinator is bi-lingual and continually reaches out to our parents to ascertain their needs.

Monthly meetings (4:30 - 5:30 PM) are provided to all ELL parents by Neva Small, the ESL teacher, with the following topics:

How to support your ELL child in the academic classroom - Sept. 2012

How to monitor your ELL child's progress using technology and online resources - Nov. 2012

**Part D: Parental Engagement Activities**

Immigrant students and the college process - March 2013

Light refreshments are provided for all parent engagement activities.

Parents of our ELLs are also encouraged to participate in the monthly PTA meetings. Neva Small and the parent coordinator keep the parents informed of all meetings and Neva attends the meetings to provide the parents with any support that they may need.

As a school we have established a relationship with the Translation Bureau at the Dept. of Education as a way to ensure accurate translations for the families.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>TOTAL</b>		