



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

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

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

**PRINCIPAL:** SUE-ANN ROSCH

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

**SUPERINTENDENT:** ELAINE LINDSEY

## 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
Sue-Ann Rosch	*Principal or Designee	
Patrick Reimer	*UFT Chapter Leader or Designee	
Yvette Mosley	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sadreana (Sadie) Williams Tiana Keitt	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Lisa Lozada	Member/Parent	
Sheryl Chavers	Member/Parent	
Janice Ford	Member/Parent	
Dana Sutherland	Member/Teacher	
John DeRosa	Member/Teacher	
	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.



### **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,
    - Meet with teachers at the beginning of the year to set pedagogical, professional goals using the school process for setting individual, professional goals.
    - At the beginning of the year, the principal, assistant principals and planning committee will select competencies from the Danielson framework that align to the school goals. The planning committee will develop, implement and monitor a PD plan for teachers which focus on the identified areas for professional growth. The competencies are: 2c, 2d, 3b and 3c. These will adjust during the year as needed.
    - Principal and assistant principals will set up and follow a schedule for both formal observations and for walk-throughs.
    - School leaders will develop a form for recording formative feedback and charting teacher progress on selected competencies.
    - School leaders will meet with teachers after each informal and formal observation to assess the class together using Danielson's framework and the school instructional expectations observation template.
    - Individual conferences and professional development around the selected competencies will give each teacher opportunities to gain a deeper understanding of the elements of effective teaching.
    - A feedback and reflection process will be conducted twice yearly with colleagues in which teachers evaluate their progress towards meeting their goals, identify obstacles/assistance needed, give and receive feedback and provide evidence of accomplishment.
  - b) key personnel and other resources used to implement these strategies/activities,

Key personnel: Principal and assistant principals; planning committee members

Resources: Danielson's Framework; use of professional development time to conduct teacher conferences and professional development; use of per session to support the development of a targeted professional development plan , use of funding for supplies

- 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.
  - Walk-through schedule and log as tracked by school leaders.
  - Observation schedule and log as tracked by school leaders.
  - 2 – 3 examples of formative observation feedback that are from different times of the school year and that chart the development of teacher effectiveness.
  - 1 – 2 examples of formal teacher observation feedback from different times of the year that are aligned to school pedagogical expectations.
  - 1 – 2 examples of teacher goals and self-reflections.

d) timeline for implementation.

September 2012 – June 2013

**Budget and resource alignment**

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

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

Tax Levy

Title IA

Title IIA

Title III

Set Aside

Grants

Other-describe here:

Title I Priority/Focus SWP

**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).

Principal, assistant principals and planning committee will plan and implement an instructional observation and feedback system. Per session will be used to support planning committee participation.

Projected # of per session hours: 11 planning committee members x 4 hours = 44 hours including supervisors

Basic supplies: pens, paper, chart paper, markers, projector bulbs, toner: \$750

**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**

Continue to develop and implement learning activities and instructional strategies that differentiate instruction for all students, with a specific focus on students with disabilities. (ESCA Report, Pg.6)

**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.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

**Annual Goal #2**

Develop an effective system for creating leveled classes in core content areas to more effectively make content knowledge, concepts and skills accessible to all students and to develop teacher effectiveness in using diagnostic data to inform grouping, instruction and use of materials.

This is a multi-year goal. This year, we will focus on:

- developing a system for creating leveled classes Describe what looked like before and what move towards In this focus group engaged in one or two types of tasks and this time three or four Engage in texts higher in complexity than in the previous year.
- Using effective diagnostic and interim assessment data to guide grouping.
- Monitoring the effects of leveling on a population of students who, according to diagnostic data, are either at grade level or close to grade level. This is a population that sometimes gets academically shortchanged in heterogeneous groupings. Students in the target group (our 9.4 cohort) will engage more frequently in higher order/analytic thinking, reading and writing activities than students from the prior year's 9.4 cohort.
- Students in the target group will show positive gain in the following areas as demonstrated in their writing projects and assessed by using the Consortium's literary analysis rubric: *Analysis, Style and Voice* and *Conventions* in comparison to students from the prior year in the 9.4 cohort.
- We will have designed, piloted and evaluated a process for leveling classes.

**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,
- We will develop and implement a process for grouping students in leveled classes based on diagnostic, interim and summative assessment data including math and ELA scores, Scantron data, teacher feedback and student work.
- Leveled classes in the core content areas of English, math, science and social studies will be created and students will be grouped into leveled classes.
- Grade level advisors, inquiry team members and school leaders will develop a collaborative process to monitor the implementation of leveled classes and troubleshoot any problems.
- We will create a collaborative process for sharing assessment information during the school year and for using this assessment information to guide new groupings of students for the following year based on student progress in the current year.

- We will follow one group of students, our higher performing 9<sup>th</sup> grade cohort, to analyze any effects leveling has on student performance including engaging in higher order thinking activities, reading higher level, more complex texts (according to text complexity/lexile scores) and producing higher level literary analysis writing projects (using the Consortium literary analysis assessment rubric).
- During professional development, teachers will learn how to group students and differentiate instruction within the leveled classes, as well as within the leveled cohorts to more effectively make content knowledge, concepts and skills accessible to all students. We will gather and analyze teacher feedback as to the effectiveness of leveling (effect on curriculum, instruction and student outcomes) via teacher surveys administered twice yearly. This will be used to revise our initial leveling system.

b) key personnel and other resources used to implement these strategies/activities,

Key personnel: Principal, assistant principal, programmer, grade level advisors, 9<sup>th</sup> grade team, leveling inquiry team

Resources: Per session for inquiry team and grade advisors to design a system for leveling students and to analyze data and monitor progress; use of funding for supplies

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.

- Leveled classes will be created in the core subject areas.
- A piloted systematic approach to using diagnostic, formative and summative assessment tools to provide flexible, leveled groupings.
- Analysis of student outputs and 9.4 curriculum will show that students are more routinely engaged in higher order thinking, reading and writing activities, and with less scaffolding, than students from the previous year in the same cohort.
- Teachers are engaged in professional development workshops about using the information from the diagnostic and formative assessments to better know their students' skills and to drive instruction in content area knowledge and concepts. Staff feedback responses via mid-/end-year surveys about the effectiveness of leveling classes (curriculum, instruction, and student outcomes).

d) timeline for implementation.

September 2012 – June 2013

**Budget and resource alignment**

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

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

Tax Levy     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: Title I Focus/Priority SWP

**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).
- Projected # of per session hours: 4 Inquiry Team Members including supervisor x 12 hours = 48 hours; 4 Grade Level Advisors x 10 hours = 40 hours plus one supervisor x 10 hours = 10 hours
- Basic supplies – pens, paper, chart paper, markers, toner: \$500

**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**

Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem solving, and deeper content understanding. (ESCA Report, pg.6)

**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**

By the end of the school year, teachers will implement curriculum co-developed by the department team members that uses instructional practices and strategies which target skills and subject knowledge necessary for students to successfully complete the subject area graduation PBATs. The implementation of the revised curriculum will provide students with more opportunities for PBAT-aligned preparation, including completing mini-PBATs and presentations, which will reinforce the higher-order skills that the PBATs demand.

**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,
    - Departments will meet twice monthly to collaboratively develop and review curriculum maps, course overviews, unit plans and lesson plans that target necessary PBAT skills/habits and content knowledge and scaffold these skills, habits and knowledge from grades 9 through 12..
    - Departments will identify the instructional practices and strategies that promote analytic thinking and discourse necessary to accomplish graduation level PBATs and scaffold the development of these throughout all four grade levels
    - Each course taught will include multiple mini-PBATs so as to prepare, including reflection and presentations, to allow students to develop and practice PBAT skills leading up to their graduation-level PBATs.
    - Departments will meet twice monthly to share unit and lesson plans to ensure that they use instructional strategies that promote higher order thinking, analysis and problem solving and that they allow students to practice their PBAT skills
    - The principal and assistant principals will conduct both formal observations and walk-throughs to monitor teacher use of these instructional strategies
    - The planning committee will design and implement professional development opportunities for teachers to develop their ability to use instructional practices that promote higher order thinking and analysis
    - Expanded learning time will be provided throughout the school year for students to engage in PBAT preparation. This will include:
      - Saturday school at specific intervals throughout the school year: December and January for the fall semester and , two to three times during each six week marking period in the spring semester
      - After school tutoring and PBAT prep throughout the school year
    - Expanded learning time will be provided for PBAT preparation for all grade-level PBATs, as well as for the graduation-level PBATs in the areas of: ELA, History, Math and Science.
    - Outreach to parents about extended learning opportunities and schedule.

b) key personnel and other resources used to implement these strategies/activities,

Key personnel: Principal, assistant principals, department leaders, planning committee teachers

Resources: Per session for professional development workshops, curriculum development and expanded learning time; use of funding for supplies, incentives and parent outreach (postage)

- 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
- Revision of department curriculum map and course overviews to better scaffold the development of PBAT skills using instructional strategies and practices that promote the development of higher order thinking and analytic skills.
  - Implementation of unit/lesson plans that routinely use these instructional strategies and practices as demonstrated by examination of lesson/unit plans and by observations and walk-throughs
- d) timeline for implementation  
September 2012 – June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
  - Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Title I Focus/Priority SWP
- 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).
- Projected # per session hours: 4 Department heads x 2x/month x10 = 80 hours plus 1 supervisor 2x/month x 10 = 20 hours ; 11 Planning Committee members, including supervisor x 6 hours = 66 hours; Saturday and after school PBAT tutoring – 6 teachers x 30 hours – 180 hours plus 1 supervisor x 30 hours = 30 hours.
- Basic Supplies – pens, pencils, paper, toner, projector bulbs, Smartboard bulbs, batteries for graphing calculators, thumb drives, notebooks/journals, markers, chart paper : \$2,500.
- Student incentives such as awards, gift cards, token goods (i.e. school T shirt): \$1000:
- Postage for parent outreach: \$250

**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**

Develop and implement specific strategies for incorporating appropriate student voice, choice, and opportunities for autonomy and leadership in the classroom. (ESCA Report, pg.6)

**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**

- Expand the college readiness program so that 100% of family group advisors in grades 9 – 12 will implement the curriculum a minimum of once a week during the school year. The purpose is for students, even entering 9<sup>th</sup> graders, to understand the road map to success in college and career and to connect their daily actions to this road. The college readiness program will be structured around the essential question: “How are my actions and choices every day preparing me to be successful in college and career?”
- Students in 9/10<sup>th</sup> grade will participate in activities designed to help them better understand the road to college and how their actions in 9<sup>th</sup> and 10 grade (academics, extra-curricular, habits, etc.) connect to college readiness and college acceptance in the future. By the end of the school year, students will write and present a reflection about what they have learned about college readiness and connect it to their actions as students. Students in 11/12<sup>th</sup> grade will engage in activities that focus on active college searches, writing personal statements, understanding the financial aid process and completing college applications.
- Collaboratively create a school-developed college readiness curriculum that includes a curriculum framework, pacing calendar and lessons that are scaffolded for each grade level.
- All students, grades 9 – 12, will participate in college readiness lessons throughout the school year.

**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,
- The college readiness program will expand so that all 9<sup>th</sup> grade students will participate in weekly college readiness activities and lessons in their advisory classes.
- The college readiness committee will work collaboratively to develop a college readiness curriculum for each grade level that includes a curriculum framework and pacing calendar for each grade.
- The 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors will meet monthly to co-plan the college readiness lessons and monitor the success of the program.
- All family group advisors will implement the college readiness curriculum for each grade level.
- Our college advisor will regularly meet with family groups to help support the implementation of the curriculum.

- Parent training and outreach through mailings and through college readiness workshops for parents and students hosted at the school

b) key personnel and other resources used to implement these strategies/activities,

Key personnel: Principal, assistant principals, college readiness committee, family group advisors

Resources: School-designed college readiness curriculum map, lesson plans/activities and pacing calendar; per session for professional development and for curriculum development; use of funding for supplies, postage and per session

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.

- A college readiness curriculum including a framework, pacing calendar and lesson plans for all advisory grade level groups.
- Monthly meetings of grade level family group advisors to co- create lessons and activities.
- Walkthroughs and observations of the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade family group advisors implementing the college curriculum in family group on a weekly basis.
- Meetings with family groups and the college advisor, as well as the college advisor’s regular meetings with the family group grade level advisors and participation in the college readiness committee.

d) timeline for implementation.

September 2012 – June 2013

**Budget and resource alignment**

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

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

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants       Other-describe here: Title I Focus/Priority SWP

**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).  
Projected # of per session hours: 4 grade level family group advisors x 20 hours = 80 hours; 4 College-readiness committee members x 10 hours = 40 hours.
- Basic Supplies – pens, pencils, paper, toner, projector bulbs, Smartboard bulbs, notebooks/journals, markers, chart paper : \$500
- Postage for parent outreach: \$250

**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**

Evaluate the impact of interventions, processes, and partnerships through the use of valid and highly usable data.

**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**

Increase opportunities for parents and students to monitor student progress towards meeting academic expectations through the implementation of a new interactive grade reporting system. Through the use of Skedula we will increase monitoring of grades in family group so that each teacher and advisor reviews academic progress on a weekly basis. We will increase the frequency of parent outreach and trainings to use Skedula to monitor student progress by offering sign-up and training at each PTA meeting, as well as during our semi-annual open school nights and afternoons.

**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,
    - Use of an interactive grade reporting program, Skedula, to allow parents/guardians and students to monitor student progress
    - Providing training and passwords for Skedula to parents and students so that parents and students may independently view student progress in each course
    - Use of Skedula to allow family group advisors to monitor progress of their advisees and to communicate this progress to parents
    - IWeekly updates provided on Skedula by all teachers
    - Host grade level meetings at the beginning of the school year with parents to review grade level academic requirements and curriculum focal areas, PBAT requirements and graduation requirements
    - Distribution of a syllabus for each course to parents and students
    - Outreach to parents to encourage them to participate in both grade level and graduation level PBATs of their child(ren)
    - Review of student transcripts and report cards with parents and students throughout the school year to monitor student progress
    - PTA meetings focused on key topics crucial to student success, such as graduation requirements
    - Use of bilingual staff to ensure that we can communicate with all parents about student progress
    - Use of grade level meeting time to identify students who are not progressing and then to communicate with the families and students via in-school parent conferences, telephone conferences, and by mail. During in-school conferences, grade level team members will use Skedula with the parents and student to review the student's progress
    - Use of support staff: parent coordinator, social workers and guidance counselor to help parents better understand their child's progress and how to support it.
  - b) staff and other resources used to implement these strategies/activities,

Key Personnel: Principal, assistant principals, grade level team members, parent coordinator, guidance counselor and social workers

Resources: use of funding for supplies, postage, parent Metrocards and per session; use of funding for Skedula

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- All parents will have been informed of the Skedula system and that we will provide them with a password and training to use it
  - All students will have been provided with both a password and training through their family group advisor
  - Training sessions for using Skedula will have been conducted for parents, students and staff
  - Parent conferences will include the review of student progress information using Skedula and by a review of the student's transcript
- d) timeline for implementation.  
September 2012 – June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy       Title IA       Title IIA       Title III       Set Aside       Grants      Other-describe here:  
 Title I Focus/Priority Parent Engagement

**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).
- NYSTL funds to utilize Skedula for \$4250.
- Title One funding to purchase Metro cards for parent involvement and engagement - \$900.
- Projected # per session hours: Outreach and training to be conducted by attendance committee members (such as social worker, guidance counselor and AP): 3 x 10 hours = 30 hours; Grade Level meeting time dedicated to this goal: 4 grade level leaders x 6 hours = 24 hours
- Light refreshments for parent workshops: \$500
- Postage for parent outreach: \$250

**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	Orton-Gillingham based reading intervention program for 9 <sup>th</sup> and 10 <sup>th</sup> grade students reading on grades 1 – 3 level.	Small group	During the school day. Supplemental services are provided during summer program, as well as before and after the school day.
	Reading tutoring is provided to targeted students using the Wilson Reading Program.	One-to-one and small group	Both during and outside the regular school day
	Reading, writing, and presentation (public speaking) tutoring by ELA teachers	One-to-one and small group	After school and on Saturdays
	Writing skills support using Judith Hochman’s “Basic Writing Skills Program” provided by the special education teachers to both IEP and at risk students	Full class collaborative team teaching and small group instruction	During the school day

	<p>Supplemental ELA Regents prep course to Senior students who have previously not passed the ELA Regents in 11<sup>th</sup> grade</p> <p>Supplemental multi-media class that uses creative writing and other media to help develop writing fluency and reading in a variety of genres.</p> <p>Tutoring and homework help provided by family group advisors</p> <p>Summer academic support and credit recovery program for at risk students in ELA, as well as literacy skill development using a multi-sensory reading program, such as Orton-Gillingham and a writing skills intervention program, such as Judith Hochman's Basic Writing</p> <p>After school tutoring, as well as Saturday tutoring, using the SIOP language acquisition program.</p>	<p>Full class instruction</p> <p>Full class instruction</p> <p>Small group and one-to-one</p> <p>Small group and full class</p> <p>Small group and one-to-one</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the summer</p> <p>After school; Saturdays</p>
Mathematics	<ul style="list-style-type: none"> <li>Math teachers offer individual and small group tutoring to</li> </ul>		

	<p>students after school and on Saturdays.</p> <ul style="list-style-type: none"> <li>• Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families.</li> <li>• We provide a summer program for academic support and credit recovery for at risk students in math.</li> <li>• In preparation for Math PBAT, students work with teachers in one-to-one tutoring and in small instructional groups, on Saturdays, as well as after school.</li> </ul> <p>The Math department will offer Saturday school small group classes for struggling students who need to earn credit.</p>		
Science	<ul style="list-style-type: none"> <li>• Science teachers offer individual and small group tutoring</li> </ul>		

	<p>to students before and after school, and on Saturdays.</p> <ul style="list-style-type: none"> <li>• Make-up science labs are offered after school.</li> <li>• In preparation for the Science PBAT, students work with teachers on Saturdays, as well as after school in small groups as well as in one-to-one tutoring sessions.</li> <li>• The Science department offers after school small group credit recovery classes for struggling students who need to earn additional science credits.</li> <li>• Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families</li> <li>• We provide a summer program for</li> </ul>		
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	<p>academic support and credit recovery for at risk students in science.</p> <ul style="list-style-type: none"> <li>• The Science department will offer Saturday school small group classes for struggling students who need to earn credit.</li> <li>• A supplementary course is offered for 12<sup>th</sup> graders who need additional support in order to successfully complete their Science Original Experiment PBAT.</li> </ul> <p>Through a partnership with Columbia University, students have access to Columbia University staff and resources to assist with content area research and knowledge acquisition.</p>		
Social Studies	<ul style="list-style-type: none"> <li>• Social studies teachers offer individual and small group tutoring to students before and after school.</li> </ul>		

	<ul style="list-style-type: none"> <li>• The Social Studies department offers small group after school credit recovery classes.</li> <li>• In preparation for the Social Studies PBAT, students work in small groups, and in one-to-one tutoring sessions, with teachers on Saturdays, as well as after school.</li> <li>• A supplementary course is offered for 12<sup>th</sup> graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.</li> <li>• The Social Studies department will offer Saturday school small group classes for struggling students who need to earn credit.</li> </ul>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides guidance and crisis counseling services		

	<p>during the school day to all students and especially to at risk students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. She provides mediation and intervention counseling with students who have been referred for behavioral issues. As well, she provides individual and small group counseling intervention with students who are having attendance/academic problems a minimum of one period per day. The guidance counselor coordinates services with the attendance teacher and attendance committee. Students are assisted in learning how to deal with a variety of personal issues including school, family, friends, and relationships. Finally, she provides support and intervention services to students who are not meeting academic expectations. She collaborates with grade level advisors and special education teachers to monitor student progress.</p>		
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	<p>As well, she provides referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).</p> <p>The itinerant school psychologist does not provide any at-risk services. She does provide evaluations for students identified at risk and who appear to be in need of mandated services. She conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.</p> <p>The two school social workers, plus the social worker intern, provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting</p>		
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	<p>their progress. The school social workers provide support to teachers who serve as family group advisors, both through professional development and by co-facilitating workshops in family groups with the advisors. The social workers meet on a regular basis with teachers to monitor specific student progress, both academic and behavioral, as well as to identify students in need of counseling services.</p> <p>The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings. The school social workers are members of the attendance committee and provide support and interventions for students with chronic absenteeism and/ or lateness issues. The school social workers refer students in need of a home</p>		
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	<p>visit to the attendance teacher, and also serve as liaisons between the school and Children's Services, and also between the school and community social service agencies. Finally, the social workers coordinate with the school-based health clinic, which provides mental health services and referrals for assessment. The clinic social worker provides individual and group counseling to students who are referred by our staff.</p> <p>Health related services are offered during the school day to all students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to cope with health related issues such as asthma, relationship abuse, obesity and diet, diabetes, and HIV/AIDs and STDs. All students receive a minimum of six HIV/AIDS education lessons.</p> <p>The school-based health</p>		
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	<p>center (Morris Heights Health Clinic) is designed to serve all students with a focus on the uninsured and under served. The clinic offers students ready access to medical and mental health services. It also works cooperatively with school guidance counselors, social workers, classroom teachers, and school principals to assure that the school-based health center is an integral part of the life of the school. Students are provided with the following services:</p> <ul style="list-style-type: none"><li>• immunization</li><li>• health physicals</li><li>• flu shots</li><li>• birth control contraceptives</li><li>• HIV/STD testing and treatment</li><li>• Mental health services by a social worker</li></ul> <p>In addition, the Morris Heights Health Clinic provides an after school program called "Changing the Odds" that targets 9th and 10th students who</p>		
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	struggle academically and behaviorally. These students meet twice a week and work on service learning projects that is selected by the students.		
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### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

#### **Recruitment:**

We recruit teachers by:

- Contacting teaching universities with which we have an on-going relationship, such as Teachers College, Barnard and New York University and Lehman
- Attending DOE sponsored hiring fairs
- Posting on-line teaching position vacancy notices with our member organization, The NY Performance Standards Consortium
- Contacting the Fellows program
- Contacting the Office of Teacher Recruitments
- Viewing applications on the Open Market system

All teachers must first submit a statement of educational philosophy, a writing sample, copy of a valid teaching license, and a resume. This is reviewed by our hiring committee comprised of teachers, students and administrators. Teachers who meet the established criteria, are then invited to visit the school to observe classes and participate in conversations with teachers. They are then invited to participate in interviews conducted by the hiring committee members, which include teachers, students and administrators.

Teacher references are checked by an administrator and/or hiring committee teacher. Licenses are reviewed by the school business manager to ensure that the teacher is appropriately licensed and credentialed.

#### **Retention and Support**

In addition to the DOE mandated mentor support provided to all first year teachers, we also link our first year general education teachers with a special education teacher to help them better learn to differentiate and scaffold skills and knowledge for all students.

As well, we provide a mentor for our second year teachers to focus on goals and target areas jointly identified by the teacher, mentor and school leaders.

Our social workers and senior staff conduct professional development on advisory for our new or struggling teachers.

For all teachers, walk-throughs and observations target professional, pedagogical goals that the teacher has identified for him/herself for the school year.

A professional development plan is designed by the Planning committee and targets areas in which teachers have expressed a need and/or in which there has been an observed need.

Inter-visitations of classes is encouraged and supported by providing coverages so that teachers can visit colleagues. As well, teachers visit classes of colleagues in network and Consortium schools.

Teachers work collaboratively in grade level, department and family group grade level groups to plan curriculum, design PBATs and share teacher and student work. These collaborations support our teachers, especially those who are new(er) or struggling.

**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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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

## **Community School for Social Justice – School Parent Involvement Policy 2012-13:**

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

1. Community School for Social Justice will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan:
  - Ensure translation of materials to be sent home in every language spoken by students' families
  - The Parent Coordinator will support the PTA and SLT in reaching out to families to improve attendance of meetings, open school nights and afternoons, PBAT presentations, and other school functions.
2. Community School for Social Justice will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - Provide stationary, printing, and postage to facilitate outreach to families.
  - Family Group advisors will reach out to families to encourage participation and involvement in student and school achievement and performance.
3. Community School for Social Justice will coordinate and integrate Title I parental involvement strategies in the following ways:
  - Our current group of active parents/guardians will reach out to and recruit the parents/guardians of our new students. We will hold family-based activities like dinners, ice cream socials and other events to introduce the parents/guardians to the school and to get them involved in school activities. Advisors will call parents and get to know families. They will invite them into the school and encourage them to work with advisors on academic needs for their child.
  - Our parent coordinator will act as a liaison between the school and the parents/guardians to promote greater participation in school-related activities.
  - The SLT will train parents to understand the school budget, help to prepare the CEP, and practice facilitation skills.
  - We will host SAT and PBAT and Regents Prep Information Sessions, as well as College Readiness meetings and Financial Aid workshops. The guidance counselor will reach out to parents/guardians to involve them in creating their child's post-graduation college and career plan.
4. Community School for Social Justice will take the following actions to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents/guardians) its parental involvement policies.

5. Community School for Social Justice will build the school's and parents'/guardians' capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership with the parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
  - a. The school will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described:
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
  - b. The school will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. In order to ensure effective parental involvement parents/guardians will be asked to participate in "Curriculum Night" twice yearly where they have the opportunity to meet and have a discussion with grade level teachers regarding the academic expectations of their child for each subject, review the major projects and course work for each class, and will be provided with a summary and timeline of the PBAT structure. In addition, we will set up individual accounts for each parent/guardian to access Skedula, an electronic grade book system, where they can monitor their child's academic achievement on a weekly basis. We will train them in the use of Skedula as well.
  - c. The school will, with the assistance of its parents/guardians, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
  - d. The school will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand.

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

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

**I. School Responsibilities**

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

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

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

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

## **Community School for Social Justice School-Parent Compact 2012-13**

The Community School for Social Justice, 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. This school-parent compact is in effect during school year 2012-13.

### **School Responsibilities**

Community School for Social Justice will:

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

- 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 child's achievement will be discussed, as well as how this compact is related ;
- Providing parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows: marking period report cards six times annually and mid-marking period progress reports six times annually. As well the school will use an interactive grading reporting system, currently Skedula, and will provide parents and students with passwords and training so that they may independently access information about student progress at any time;
- Holding grade level meetings with parents/guardians at the beginning of each semester to review and discuss the grade level academic and behavioral expectation, as well as to review school-wide and grade-level requirements for graduation and to review the grade level curriculum in each subject area;
- Providing parent/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: all students have a family group advisor who is the primary liaison between the school and home. As well, the school has an open door policy for parents and guardians;
- Providing parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: participating in organizing and running school events, participating in student PBAT presentations, conducting fundraising events and visiting classes;
- Involving parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involving parents/guardians in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way;
- Holding an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- Providing information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand;
- Providing information about Title I Part A programs to parents/guardians of participating children in a timely manner. Information includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- At the request of parents/guardians, providing opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Providing each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

## **Parent/Guardian Responsibilities**

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

- Monitoring 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;
- Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Checking and assisting my child in completing homework tasks, when necessary;
- Encouraging my child to participate in after school and Saturday tutoring, homework help and PBAT/Regents preparation;
- Discussing what my child is reading each day (for a minimum of 15 minutes);
- Setting limits to the amount of time my child watches television or plays video games;

- Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encouraging my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteering in my child's school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child's education;
- Communicating 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;
- Responding to surveys, feedback forms and notices when requested;
- Becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participating in or requesting training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Taking 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;
- sharing responsibility for the improved academic achievement of my child;

### **Student Responsibilities:**

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

- Attend school regularly and arrive on time;
- Do my homework/PBAT assignments and submit them on time;
- Ask for help when I need it; offer help to others when they need it;
- Read at least 30 minutes every day outside of school time;
- Attend Saturday and after school tutoring and/or PBAT and Regents Prep classes if recommended or mandated by my teachers
- Follow the school rules and be accountable for my actions;
- Show respect for myself, for others and for property;
- Strive to mediate and resolve all conflicts peacefully;
- Give my parent(s), or the adult(s) responsible for my welfare, all notices and information received by me from my school every day.

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

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

Principal <b>2Sue-Ann Rosch</b>	Assistant Principal <b>Jaime Guzman</b>
Coach <b>Joan Jubella</b>	Coach <b>type here</b>
ESL Teacher <b>Suzanne Kott</b>	Guidance Counselor <b>Celeste Hill</b>
Teacher/Subject Area <b>Patrick Reimer/Sp. Ed.</b>	Parent <b>Lizette Hill</b>
Teacher/Subject Area <b>Kate Striker/ Science</b>	Parent Coordinator <b>Alane Sosa</b>
Related Service Provider <b>Sherry-Ann Jenkins</b>	Other <b>type here</b>
Network Leader <b>Alison Sheehan</b>	Other <b>type here</b>

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

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

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

### D. School Demographics

Total number of students in school	<b>339</b>	Total Number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>14.16%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

# Part III: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										4	3			7
<b>Push-In</b>										7	6	6	6	25
<b>Total</b>	0	0	0	0	0	0	0	0	0	11	9	6	6	32

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	9	1	2	9	4	3	30	1	17	48
Dual Language										0
ESL										0
<b>Total</b>	<b>9</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>30</b>	<b>1</b>	<b>17</b>	<b>48</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

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

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

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

Other:

**Freestanding English as a Second Language**

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

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

# Part IV: ELL Programming

## A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

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

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

7. Special needs students are serviced as per their IEPs. CTT students are serviced in class by the ESL teacher and the Sp. Ed. teacher. SETTS students are serviced both in and outside of class. The ESL teacher meets with the Special Education team to discuss the student's needs and helps implement curriculum modification based on their needs. Students whose needs cross-over into both areas are grouped and serviced together. Regular meeting are held between the departments to continue to update and address those students needs. Our CTT students are served in classes with general education students for all their subjects providing them with the least restrictive environment throughout the day.

### Courses Taught in Languages Other than English ⓘ

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

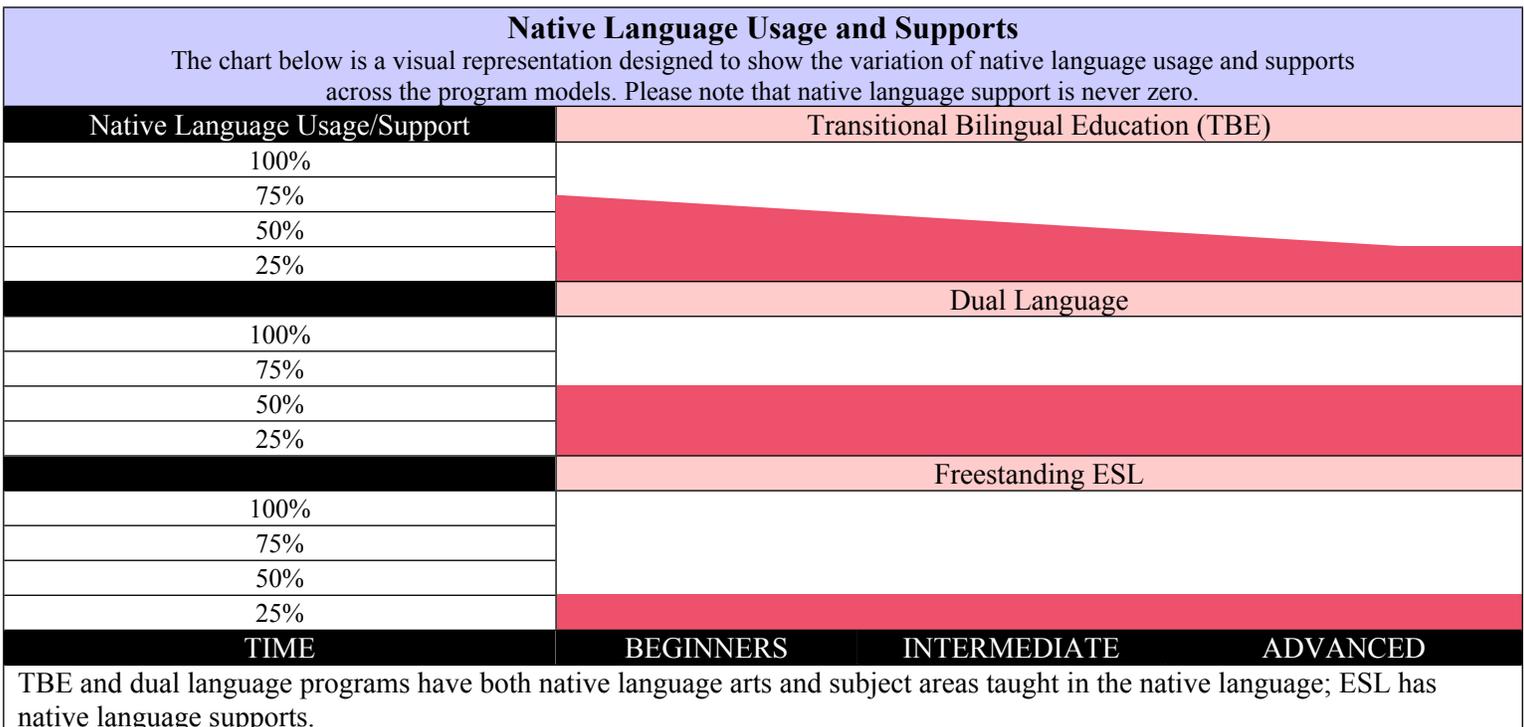
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	


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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<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?

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

Additionally, the following services are being offered for LTE, SIFE and Advanced ELLs with specific targets toward Sped. ELLs. AIS in ELA is being implemented in several different ways:

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

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

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

Credit recovery classes for students

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

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

- Special education teacher and literacy coach provide academic support to both IEP and at risk LTE students, both in reading and by using Judith Hochman's "Basic Writing Skills Program" through full class collaborative team teaching and in small group instruction.

9. Former ELLs are assigned to classes serviced by the ESL teacher. They receive support from the ESL Teacher during class time. In addition, they can see the ESL teacher during after school tutoring. They receive additional time to complete assignments. They are given all mandated testing accommodations for two years, including: time extensions, separate locations, translation dictionaries, native language translations, and third reads on listening sections.

10. Implementing a.m. tutoring for students who cannot come after school and would prefer morning tutoring is being considered. We hope to provide more tutoring opportunities this way. We are reviewing our budget as we would like to hire another certified ESL Teacher for at least a partial program as our ELL population continues to greatly increase each year but budgetary concerns may not allow that to happen. As our population is increasing each year and we are receiving more beginning level and special education ELLs, we believe that another teacher will be necessary to meet the students' needs and complete all their service minutes.

11. None

12. ELL students have the same access as any other student to all programs. They are encouraged by the ESL teacher and their Advisors to attend school programs. All information is provided in English and the Native Language. Students are provided with tutoring after school and on Saturdays. During after school tutoring from 2:20-3:30, the ESL teacher targets writing skills. Saturday workshops utilize the Writetolearn on-line program our school buys. The workshops focus on ninth and tenth grade from 9-10:30. From 10:30-12:00 our ESL teacher works with the eleventh and twelfth grade ELLs on their Pbats. Saturday academies run from December through January and April-June but specific dates have not yet been determined. Additionally, our extra-curricular activities include: flag-football, soccer, running club, photography, drama, publication, student council, changing the odds, and basketball. We partner with BronxWorks and College Summit to aid students in applying for college. Both organizations supply bilingual materials and aids to help students. Facing History and Ourselves and Manhattan Theatre Club provide academic partnerships in the classroom. One of our 3<sup>rd</sup> year ELLs has recently been cast in our production of Raisin in the Sun by Lorraine Hainsberry that MTC is partnering with us on. Our tenth grade students complete a weekly internship assignment. We ensure that ELLs are properly placed in programs that support their language needs with the following organizations: New York Restoration Project, POTS, New York CARES, and the American Cancer Society. We ensure that all communication about school program offerings are sent home in the parent's preferred language to encourage participation in our programs. Student representatives announce meetings during Advisory. We ensure that a student fluent in ELLs' native language provides translation services and encourages ELLs' participation. As ELLs are cohorted with native language speakers and exited ELLs, they are programmed into electives based on their programming needs. ELLs are equally represented. Again, our programs are advertised in all languages to ensure equal and fair access to programs from all students.

13. Students have access to texts and worksheets in their Native Language. They have access to computers in every classroom and smartboards in grades 9-11. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the internet. Additionally, students are taught how to use the translation program in google.docs as they begin using our schools network in the ninth grade in order to prepare them to write their Performance Based Assessment Tasks which are all completed on google.docs. The following strategies are used across the curriculum; graphic organizers in the subject area classes, T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulatives where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific student's needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language. Students also begin using google.docs to write their essays and Pbats in the ninth grade. All their documents are shared with the ESL teacher who is able to give

them feedback and direction on their work through the program. They have access to desktop computers in the classroom and laptops in carts as requested by their teachers. They have access to a computer lab in the library. As this feedback is also seen by the subject area teacher, they can better focus and adapt their materials for each child and further aid in their individual language acquisition. Materials are provided by the content area teacher in consultation with the ELL teacher on a student by student basis regardless of the subgroup or category they are in.

14. Materials are translated by teachers for students using google.docs. Additionally, the Science and Social Studies classes have Spanish versions of the materials they create that can help students better understand the material presented in class. They are brought to the Library regularly to take out materials in their native language. The students are also taught to use google.docs to help them with translations. Part of the reason we chose WritetoLearn as a language using tool is because it will translate words for students into Spanish furthering comprehension. Additionally, the ESL Teacher brings the students to the Library several times a year where our Bilingual Librarian, Elizabeth Correa, shows students where the Native Language books are available. Ms. Correa is fluent in both Spanish and French. She introduces students to the Library and show them how ot access books and conduct research in both English and their native language. As we are a Performancer Based Assessment Task School, this is particularly useful to students who must conduct research and write papers in all the content areas in lieu of Regents Exams in order to graduate.

15. Yes, appropriate first and second language resources are available throughout grades and age levels. We always place students in the appropriate grade level and maintain their status in this grade level, differentiate the work as needed. We use scaffolds and differentiations to offer access to all grade level materials, as well as using translation of materials to make sure that students have appropriate access.

16. Every May, letters are sent home inviting students and parents to a 9th grade orientation. All letters are sent in both English and the native language. The ESL teacher meets with incoming ELLs and their parents to discuss the schools various programs, the Pbat process and explains the options the parent is entitled to. Letters are sent home to all the ninth grade students at the end of June inviting them a a three day team building workshop stressing collaboration, teamwork and community building is held each July. ELLs are called by the ESL teacher with the help of Paras who speak their native landguage and asked to attend to help them become more comfortable and better acclimated. The ESL teacher meets individually with students to assess them. The teacher will also meet with parents.

17. As a small school, we only offer Spanish as a foreign language.

### **C. Schools with Dual Language Programs**

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

## D. Professional Development and Support for School Staff

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

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

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

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

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

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

## E. Parental Involvement

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

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

1. Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team. Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals. Additionally, parents have access to our on-line system Edline.net where teachers post their gradebooks, and assignments and progress reports. They can track their child's progress in each class on a daily basis.

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

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

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

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										6	2	0	0	8
Intermediate(I)										7	6	5	5	23
Advanced (A)										6	11	0	0	17
Total	0	0	0	0	0	0	0	0	0	19	19	5	5	48

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	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	5	0	2	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

1. We are a portfolio assessment school with a Regents waiver from the state. Students are assessed first based on their NYSESLAT scores. The ESL teacher then meets individually with students and administer assessments to assess their needs. We use this information to adapt class curriculum and focus study during pull-out. We have had one new ELL admit this year and two students currently completing their first year of service. According to their LAB scores they were non-English speaking when they arrived. As 34/48 students passed the Listening and Speaking section and 13/48 students scored Advanced versus 15/48 scoring Advanced and 28/39 scoring Intermediate on the Reading and the Writing sections we emphasize building reading and writing skills in classroom instruction. The majority of our students who have difficulty progressing on the NYSESLAT are our LTE students. Looking at our trends over time, we see that many of our newer students pass. Therefore, we focus our own assessments and instruction on pinpointing areas where students are struggling and focusing instruction specifically to these needs.

2. We gave the LAB-R to a student for the first time this year. He is a beginner. Until this year, all of our ELLs had been previously identified. Most were LTE or Sped. Most students are either achieving a higher score or passing the Listening/Speaking sections than the Reading/Writing sections. Progress is faster on the Listening/Speaking sections than the Reading/Writing. Newly admitted students (1-6 year range) are progressing more quickly than long term ELLs. Special Education ELLs who have been ELLs for their entire school careers are having difficulty passing the Reading/Writing Sections. Those students whose IEPs mandate Bilingual Education, all of whom are now being served in an ESL setting, are having the greatest difficulty making progress. Most of our newly admitted ninth graders are long-term ELLs and ELLs with IEPs. Students are still struggling on Reading and Writing Sections regardless of the years of Service. Most current 10-12th grade general education students progressed on the test, improving in one or more modalities. Special Education students improved their raw scores but eleventh and twelfth grade students did not improve proficiency levels. This is the first year we have had to give a student the LAB-R. His grid score shows he is a beginner.

3. Subject area teachers will receive PD on vocabulary acquisition and writing strategies for ELLs including using different modalities to reinforce concepts. The ESL teacher will increase instructional time on grammar and reading strategies. The ESL teacher will increase conferencing with the Special Education teachers to strategize on improving instruction that best meet the needs and goals on the IEPs. Teachers will use more graphic organizers to improve reading comprehension and writing skills. After analyzing the modalities from the NYSESLAT, the coaches and ELL coordinator will work to turn-key this information to the teachers and work on scaffolds to help increase their deficiencies while building on their strong suits. This is really catered student-by-student and will happen during co-planning time with classroom teachers. We always use data to drive instruction, the results of the NYSESLAT will be used in the same fashion.

4. A. The current patterns across grade levels are that most students are either achieving a higher score or passing the Listening/Speaking sections than the Reading/Writing sections. Progress is faster on the Listening/Speaking sections than the Reading/Writing. Newly admitted students (1-6 year range) are progressing more quickly than long term ELLs. Special Education ELLs who have been ELLs for their entire school careers are having difficulty passing the Reading/Writing Sections. Those students whose IEPs mandate Bilingual Education, all of whom are now being served in an ESL setting, are having the greatest difficulty making progress. However, current tenth graders who left bilingual programs after eighth grade and spent ninth grade in ESL made progress in the writing modality.

B. Our school community constantly reflects upon student achievement and teachers assess student learning daily and reinforce key

concepts. Grade levels and departments each meet weekly to review student progress and reevaluate curriculum. Alternative teaching methodologies are discussed and implemented and interventions are set into place.

C. The school is learning that students need more focused instruction on writing strategies and vocabulary development. In addition, as an alternative assessment high school, our students are benefiting from a revised curriculum that focuses on research, reading, writing, and presentation skills with a concentration on group work and cooperative learning. These Performance Based Assessments Tasks are assisting students in acquiring a deeper comprehension of key concepts that will help them become more successful in college. We do not give periodic assessments because we are a Consortium school and have a waiver from New York State for all testing except the NYSESLAT, LAB-R and English Regents.

5. Not Applicable as we do not have a Dual Language Program.

6. Our ELLs have been successful in earning 10 credits or more and as a result have moved onto the next grade level. For example, 78% of ELLs earned 10 credits or more during the 2009-2010 school year, which was the highest achieving sub-group in our population. Furthermore, 7 out of 23 students in grades 9-11 passed the NYSESLAT exam and an additional 5 students moved up 1 level.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: <u>Community School for Social Ju</u>		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

**School Name:** Community School for Social Ju

**School DBN:**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

## 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: Community School for Social Ju      DBN: 427

This school is (check one):  conceptually consolidated (skip part E below)  
 NOT conceptually consolidated (must complete part E below)

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

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 48

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 6

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 5

## 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: The program will start in October 2012 and conclude in June 2013

Our supplemental program has two components:

Part I.

During the school year, CSSJ will provide ELL students with high quality instruction during a Saturday Academy program to supplement content area learning for our ELL students. Staff will include our licensed ESL teacher, licensed content area teachers in each subject plus a supervisor and will be conducted in English. Students will be directed toward the content area they are struggling with. The ESL teacher will rotate with the students through the content areas working with a different content area teacher each week. The teachers, consisting of a Math, Science, Social Studies and English teacher, will meet with the ESL teacher to plan. The program is targeting ELLs taking the English regents. The program will be meet from 9:30am-12:30pm and take place in January and June through the end of the school year. It will service up to 15 of our ELL students.

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

- Scaffolding in an essential part of the instructional delivery of the program, such as: modeling, bridging, schema building, contextualization, texted representation and meta-cognition.
- Conferencing with students and informal assessments.
- Acquisition of lexicon necessary for academic progress.

Supplies for this program will include:

- Bilingual dictionaries for each student to aid in language acquisition in the content areas.
- Paper, markers, pens, poster paper and chart paper

Various materials including fiction and non-fiction will be purchased

### Part B: Direct Instruction Supplemental Program Information

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

Part II.

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

- Desktop, laptop and tablets to help administer the after-school program
- Target level supplemental novels for use after school, at home and in classes
- Classroom supplies such as pens, copy paper, notebooks and markers

### Part C: Professional Development

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

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

Begin description here: Bi-weekly study group sessions focusing on implementing Sheltered Instruction Observation Protocol into the content core curriculum. We will be using the text Making Content Comprehensible for English Learners: The SIOP Model by Deborah J. Short. It will be led by the ESL teacher and includes 6 subject area and special education teachers who work with our 9th and 10th grades. These teachers were chosen because the majority of our ELLs are in those grades. They include teachers who teach English, Social Studies and Math. These teachers have expressed an interest in learning to provide better instruction to the large number of ELLs we have. It will take place on Wednesdays from 3:30-4:30 p.m. from November through June.

We received 18 ELLs in the ninth grade this year and we have 11 ELLs in the tenth grade many of whom are either new to our school, have Special Education services or are struggling to acquire English. As all our students have to complete Pbats in the content areas as graduation requirements, our content area teachers need to focus on writing skills and the particular needs of ELLs. These teachers will be working with the students during the Saturday Academy. The lesson planning protocol helps teachers infuse language instruction into content areas better enabling them to meet ELLs' needs. Per session pay will be provided for the teachers and Assistant Principal.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

Begin description here: On September 20, 2012 the school will hold Curriculum Night to introduce parents to the curriculum structure in each grade level. A special session is held for ESL parents to review how they can assist their child at home. Emphasis is placed on study skills, checking homework, checking their child's electronic gradebook (Edline) and understanding the PBAT process.

Parents of ELLs will be invited to participate in a parent workshop series to be held once per semester. The program will focus on helping their children with: study skills, note-taking skills, implementing a reading program at home, understanding the importance of our PBAT system, available college resources and application process, and how to meet graduation requirements. This will show parents how to help their child improve their language skills and to become more successful in school. We will service all ELL parents (48) at each session and the program will be taught by our licensed ESL teacher, a licensed English teacher, and an administrator, who will translate in Spanish, and be conducted in English. The dates for these meetings will be on:

-September, 2012 (5:00pm-7:00pm)

-February, 2012 (1:00pm-2:30pm)

In addition, our ESL teacher will conduct a workshop for ESL parents on how to meet their students needs. The ESL teacher will also provide a list of city resources available to newly arrived parents for living in a new country. The workshop will be held on January 12, 2012 from 9:30-11:30.

### 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		

**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.
<ul style="list-style-type: none"><li>High quality staff and curriculum development contracts.</li></ul>		
Supplies and materials <ul style="list-style-type: none"><li>Must be supplemental.</li><li>Additional curricula, instructional materials.</li><li>Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		