



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COBBLE HILL SCHOOL OF AMERICAN STUDIES

DBN (i.e. 01M001): 15K519

Principal: ANNA MARIA MULE´

Principal Email: AMULE@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: KATHY PELLER

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anna Maria Mule´	*Principal or Designee	
Jonathan Metzler	*UFT Chapter Leader or Designee	
Glynis Cook	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Zhen Ye Zheng Julissa Harrel Kevra Harris	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Karen Thompson	Member/ Parent	
Esther Noel	Member/ ParentA	
	Member/	
Cayden Lovejoy – SLT chairperson	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
X	School Leadership Team Signature Page
X	The SCEP Overview
X	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Priority Schools Only

X	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 15K519

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	571	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	36	# SETSS	3	# Integrated Collaborative Teaching	32
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	77.9%	% Attendance Rate			77.7%
% Free Lunch	81.7%	% Reduced Lunch			4.4%
% Limited English Proficient	7.3%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			71.7%
% Hispanic or Latino	20.2%	% Asian or Native Hawaiian/Pacific Islander			4.7%
% White	2.6%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.17	# of Assistant Principals			3
# of Deans	N/A	# of Counselors/Social Workers			5
% of Teachers with No Valid Teaching Certificate	4.1%	% Teaching Out of Certification			8.0%
% Teaching with Fewer Than 3 Years of Experience	30.6%	Average Teacher Absences			8.9
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	66.3%	Mathematics Performance at levels 3 & 4			41.9%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			78.9%
6 Year Graduation Rate	61.5%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	Yes	Limited English Proficient		N/A
Economically Disadvantaged	No			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP				
Describe the strengths of your school's 12-13 SCEP.				
By the end of the June 2013, all teachers received a minimum of 6 partial period or full period observations that included targeted feedback to improve teachers' capacity to provide rigorous instruction, to use data to inform instruction, and to establish a culture for learning. This has led to improved instructional outcomes for our students in the 2012-2013 school year as evidenced by the growth in credit accumulation rates for our 9 th and 10 th grades cohorts especially for our lowest third from 73% to 83% for our 9 th grade students and from 60% to 75% for our 10 th grade students. On the whole teachers received significant professional development in the area of literacy and student centered instruction that supported common core reading, writing, listening, and speaking standards. This work led to significant growth in student achievement on our Integrated Algebra Regents Exams, and the Global History and Geometry Regents exams (9% and 25% growth respectively.) We also were successful in increasing our level of inquiry work in order to use the classroom level data gleaned from inquiry to inform our instruction so that by August 2013, all core content teachers engaged in conducting a gap analysis for at least 2 performance based assessments and conducted 2 cycles of inquiry on their common planning teams. These activities provided us with important information that allowed us to revise our curriculum maps and unit plans this fall to include addressing important skills identified as weak, especially in the area of addressing counterclaims, lifting evidence from text to support claims and using transition phrases				
Describe the areas for improvement in your school's 12-13 SCEP.				
Areas in need of improvement include in improving parental involvement – especially strategies, activities, and engagement				
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.				
Implementing our SCEP was not difficult because it reflected many of the goals and actions plans we had created at the end of the 2012 school year. Developing the SCEP is a bit difficult because it is an activity that is set for us while the school year is already well in motion and oftentimes we are not given enough time to really thoughtfully use the template as a roadmap for where we are, where we want to go and how to get there.				
Describe the degree to which your school's 12-13 SCEP was successfully implemented.				
Our 2012-13 SCEP was successfully implemented overall. For example, we were able to fully accomplish or make significant strides towards accomplishing all of our SCEP goals. In 2012-2013 all ninth grade students participated in an advisory program that promoted student resiliency, good study skills, and college and career readiness. We improved communication with family and community by improving parent attendance to school wide events, including but not limited to, PTA meetings by 10%. These events included award ceremonies, grade level guidance meetings for families, holiday dinner, 9 th grade common core and advisory workshop for families, and our Senior and Junior Breakfast. We also improved student achievement through high expectations and rigorous tasks for all students in Science, Math, Social Studies and ELA so that by August 2013, all students will demonstrate at least one level of growth in literacy and math targeted standards as evidenced by gap analysis rubrics. We made significant strides in lifting the level of rigor in our curriculum, especially our performance based tasks to address argumentative writing, reading a variety of informational texts and modeling in mathematics. We are still struggling with meeting the needs of SWD's who are years below grade level through scaffolding, literacy supports, and behavioral supports to address the demands of the common core.				
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes		No
If all the goals were not accomplished, provide an explanation.				
Areas for improvement in the 12-13 SCEP include additional activities and strategies to improve parental involvement. While parental involvement improved over the previous school year, our PTA meetings continue to be underrepresented while other parent meetings and events far surpass attendance by parents.				
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes		No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Implementing our SCEP is not difficult because it reflected many of the goals and actions plans we had created at the end of the 2012 school year. Developing the SCEP is a bit difficult because it is an activity that is set for us while the school year is			

already well in motion and oftentimes we are not given enough time to really thoughtfully use the template as a roadmap for where we are, where we want to go and how to get there. Additionally we just had a two day state review but did not receive any feedback. Thus we will not be able to address the recommendations they may make in this SCEP. Ideally the SCEP should be developed over the spring and summer and approved by the start of the school year.

List the 13-14 student academic achievement targets for the identified sub-groups.

To improve our student mastery rate in mathematics by 10% for our SWD's and our ELLs.

To improve our graduation rate for our SWD's by 10%

To increase the rate at which our students with disabilities achieve Regents Diplomas rather than Local Diplomas by 10%

To improve our college preparatory index – students passing courses designated as college preparatory by 10%

Describe how the school leader(s) will communicate with school staff and the community.

The school will communicate via SLT meetings, PTA meetings, faculty meetings, newsletters, school website

Describe your theory of action at the core of your school's SCEP.

Our theory of action is that preparing our students for college and careers is everyone's responsibility and that we must know our students well in order to support their academic and social growth. Our SCEP goals are aligned with our school goals to ensure that we are working towards the same ends. By expanding our AVID program schoolwide we are providing students with strategies for post secondary success

Describe the strategy for executing your theory of action in your school's SCEP.

We have formulated committees as well as the SLT to formulate our goals for the 2013-2014 school year in the spring. As a result our initiatives are informed and guided by the voices and activities of various stakeholders, including parents, teachers, counselors, social workers, students, coaches, network staff. As a result, stakeholders take over various responsibilities of leading and overseeing the work in carrying our action plans and initiatives.

List the key elements and other unique characteristics of your school's SCEP.

We have made progress every year for the past 5 years even though we have had to contend with moving targets (Transformation designation, school turnaround designation, Priority designation) changing goal posts every year.

We have been able to effectively use our Priority funding to leverage our priorities in terms of helping students make gains as evidenced by graduation rate for all subgroups, our college readiness rates, and increases in our credit accumulation rates.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

As a former transformation school we have demonstrated success in achieving improved student outcomes. These include improving our graduation rate to 78%, and achieving our first year of progress towards being removed from the Priority Designation.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen the processes for classroom observations to ensure coherent effective feedback to teachers in order to improve instructional practices and student outcomes. Strengthen teacher abilities to provide rigorous tasks Developing QR April 2013

Review Type:	QR	Year:	2011-2012	Page Number:	2	HEDI Rating:	D
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	2.2 School leader's vision	X	2.3 Systems and structures for school development
X	2.4 School leader's use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, 50% of teachers will show evidence of improvement in one rating scale in the category of improving teacher questioning/ and discussion strategies to reflect analysis, evaluation, and synthesis, reflected in student work products.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Participate in Various Teacher Effectiveness Training through Central and CFN 112
2. Use Danielson tools to facilitate coaching conversations with teachers
3. Establish areas of focus (strategies for higher order discussions through AVID protocols for close reading and Costa's Levels of Questioning in order to focus in on particular competencies and domains leading to improvement in those areas.
4. Utilize Advance system to gather observation data, norm to the rubric, analyze school wide trends, and update school professional development calendar on a monthly basis
5. Provide training to instructional APs and teachers in norming to the rubric
6. Teachers create goals for their professional goals based on the Danielson Framework. Teachers will be able to reassess their goals at interim points throughout the year (a minimum of twice a year).
7. Create and utilize a protocol for all pre-observation conferences for formal observations.
8. Provide feedback in a timely fashion either in writing or verbally after every observation. Consultants and APs will provide support to teachers on a weekly basis by department based on recommendations and teacher created goals.
9. Engage in initial, mid-year and end of the year conversations with all teachers 3 times a year
10. In daily common planning sessions, teachers will engage in lesson study as well as inquiry (looking at student work to refine units and tasks) a minimum of 3 times a week

B. Key personnel and other resources used to implement each strategy/activity

1. Central and network personnel and teacher effectiveness coach participate in Various Teacher Effectiveness Training through Central and CFN 112
2. Principal, assistant principals, achievement coaches, lead teachers use Danielson tools to facilitate coaching conversations with teachers on a monthly basis
3. Principal, assistant principals, AVID Coordinator, lead teachers, achievement coaches, teachers who have attended AVID training establish areas of focus for teacher improvement
4. Principal, assistant principals, teacher effectiveness coach, network staff provide opportunities to norm to the rubric as well as professional development based on areas of teacher need
5. Principal, assistant principal, lead teachers, teachers, coaches will utilize Advance to identify schoolwide trends and leverage professional development and coaching to assist teachers in making growth in areas of weakness.
6. Principal and assistant principals utilize a protocol for pre-observation conferences
7. School Administrators provide feedback in a timely manner and debrief with coaches in order to set goals for teachers
8. Lead teachers engage in lesson study, curriculum development, intervisitations and coaching to support teachers on a weekly basis

9. Principal and assistant principals will conduct conversations with teachers 3 times a year.
10. Teacher teams utilize the assessment cycle to assess student learning.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets include:
 1. All teachers will receive a minimum of 4 observations with feedback throughout the year, by June 2014
 2. All teachers who received an unsatisfactory rating in the 2012-2013 school year, have collaborated to establish action plans and are receiving coaching
 3. Various teachers have been selected to attend CFN 112 labsite professional development to support areas of weakness. Labsites are aligned to the Danielson Framework
 4. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice represents HE, E, D, or I, across competences 3b, 3c, and 3d
 5. By end of October 2013 all teachers participate in an initial planning conference in Sept. Oct. to establish their observation preference and to set professional goals based on the prior years' feedback
 6. All teachers who choose Observation Cycle 1 will complete a pre-observation form prior to the pre-observation conference and reflect on planning practices during the post-observation conference
 7. Leadership meetings are held on a weekly basis with APs, consultants and lead teachers to debrief instructional trends and plan activities to foster growth. Feedback (written or verbal) is provided to all teachers within one week of observation.
 8. Lead teachers assigned to coach select teachers keep notes and provide feedback, coaching and modeling. Administrators monitor the work of the lead teachers and the educational consultants through conversations, weekly leadership meetings and checking logs
 9. All teachers will participate in initial, mid-year, and end-of- year conversations during the 2013-14 school year,

D. Timeline for implementation and completion including start and end dates

1. These activities will be implemented in September 2013 and culminate in June 2014.
2. Twice a year
3. 4 times per semester per teacher
4. Twice a year
5. September-October 2013
6. A minimum of one time per teacher who chose observation cycle one
7. Once a week on Mondays
8. After each observation cycle
9. Twice a month 3 times a year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title 1 SWP as well as Title I Priority/Focus SWP funds will be used to pay for Educational consultants to provide professional development and training focusing on Danielson's Framework for Teaching, Domain 3. Frank Cunningham Associates will provide the professional development sessions 15 teachers X 57 Days 2-3 hours per teacher/groups of teachers during each visit.
2. Blueprint for School Improvement focus money will be used to support salary for Lead Teachers who will conduct lesson studies, inquiry cycles, and coaching/intervisitations
3. Professional development on the integration/implementation of Aventa and Castle Learning software programs into curricula and daily lesson planning to assess student learning and gather data on student progress in support of Domain 3. All classroom teachers will receive professional development as well as in class coaching at different times based on their need 15 teachers/group of teachers X 57 Days 2-3 hours.
4. Skedula will be one of the softwares used to capture student data and monitor student progress. School leader and teachers will use student data to gauge the impact of instructional practices on student performance and progress.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

X	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

Continue to create consistency in curricula aligned to key State Standards to include engaging and rigorous tasks that promote higher levels of thinking for all students.

Review Type:	Developing QR	Year:	2013	Page Number:	3	HEDI Rating:	D
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Tenet 3: Curriculum Development and Support

Indicate using an “X” the Standard(s) 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.

X	3.2 Enact curriculum	X	3.3 Units and lesson plans
X	3.4 Teacher collaboration		3.5 Use of data and action planning

Annual Goal #2

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

To improve student achievement through high expectations and rigorous tasks for all students in Math, Science, Social Studies and ELA, so that by August 2014, all students will demonstrate at least one level of growth in literacy and math targeted standards as evidenced by gap analysis rubrics.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices and engage in a cycle of lesson study
- Teachers, Lead Teachers, and AP will align student scholarship to the passing rates on Regents exams and growth on key common core literacy and math standards. Based on this alignment develop a uniform grading policy that promotes this alignment to better support all students.
- Differentiated Professional Development on site conducted by lead teachers and with Coaches and Network CFN 112 staff
- All students will engage in Literacy and Math tasks aligned to common core and NYC DOE identified power strands in the common core. Inquiry time will be utilized to identify gaps in knowledge and skills and strategies will be devised to be shared and utilized throughout the school to address deficiencies.
- Teachers will develop capacity to embed rigorous tasks throughout instructional units by creating their own PBA’s for every unit of study utilizing the Literacy Design Collaborative framework, and Meaningful Math resources for Algebra and Geometry.
- Math, Science, Social Studies and ELA, with the assistance of lead teachers and network and consultant support will implement and refine curriculum maps and units of study based on the common core standards. Teachers will use a rubric to assess their PBA’s and their units of study.
- Accelerated classes will be available in 9th and 10th grades to advanced students so they will be eligible for AP English Language and Composition and AP English Literature and Composition, AP World History and AP US History in their junior and senior years.
- Students will be given the opportunity to attend after school and during school blended learning targeted credit intervention programs to help them pass regents, make up failed classes, and master content throughout the semester for their regularly scheduled classes via after-school tutoring. Teachers will utilize the academic intervention form for this purpose. Common planning teams, PPT teams and SIT teams will discuss the progress of these students.
- Increased inter-visitation among Humanities/Math and Science staffs both within the building and outside to share best practices.
- ELL’s and SWD’s: Teachers of ELLs and SWDs and the AP will align the curriculum to match the ELA standards for general education students. Special Education ELA teacher(s) will be included in all department meetings and professional development sessions.
- Teachers will use Classroom Inc (9th grade students) and our Writing Matters academic writing class to support students in gaining necessary literacy skills for the 21st Century
- Teachers and APs will participate in research based protocol for aligning instruction to student’s needs that involves inter-visitations and examining student work for evidence.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, network achievement coaches, educational consultants, lead teachers and teachers will ensure that student achievement will improve through high expectations and rigorous tasks for all students in Math, Science, Social Studies and ELA, so that by August 2014, all students will demonstrate at least one level of growth in literacy and math targeted standards as evidenced by gap analysis rubrics.
2. Teachers, Lead Teachers, and AP
3. Lead teachers, consultants and network staff
4. All teachers
5. Teachers
6. Lead teachers. Network and consultants
7. AP teachers
8. Common planning teams
9. Teachers and Lead teachers attend network labsites 4 times a semester
10. All teachers
11. 9th grade ELA and pre-law teachers
12. Teachers and assistant principals

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Graduating students scoring a 75 or more on the ELA Regents will increase from 39% to 50%
2. All 9th and 10th grade will utilize gap analysis protocols to identify trends in Student strengths and weaknesses on key common core standards
3. Graduating students scoring an 80 or more on a Mathematics Regents will increase from 17% to 25%
4. 50% of students will show growth in the ability to establish claims and evenly address both claims and counterclaims in an essay.
5. 50% of SWD's will show growth in effectively constructing meaning from complex texts by utilizing annotating strategies and lifting evidence from text to support their ideas as evidenced by gap analysis rubrics.
6. The percentage of students achieving in college preparatory courses will increase from 20% to 30% (the city average)
7. 20% of students in the 11th and 12th grades will take an Advanced Placement course in 2013-14
8. All at risk students will be provided with academic intervention as needed during the 2013-14 school year
9. All special educators will participate in targeted professional development
10. All 9th grade students will utilize Classroom Inc. modules
11. Student work will be assessed on a weekly basis

D. Timeline for implementation and completion including start and end dates

1. September 2013 to August 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

2. Title I Priority/Focus SWP and TL Blueprint Assistance funds will be used for ELT.
3. Daily After School Tutoring: 7 Teachers X 2 hours per week X 21 Weeks for 294 hrs total
4. 1 AP X 110 Hrs for a total of 110 hrs
5. 1 School Aide X 55 days X 2 hrs per day for a total of 110 hrs
6. After School Credit Accumulation/make up credit: 2 Teachers X 4 hrs X 33 for a total of 264 hrs
7. Spring Intensive: 5 teachers X 6 hrs X 9n days for a total of 270 hrs
8. Skedula will be used to communicate daily with parents. Skedula's linked systems will empower our administration, teachers, parents, and students by making it easy to view, analyze, and/or cross-reference data. It will help our school to actively assess new needs, address performance gaps, increase transparency, and promote academic success..
9. 1 time per week coaching and meetings by educational consultants, AP and network staff
10. Classroom Inc. program (grant)n to increase literacy skills
11. Daily and weekly common planning

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	Title IA	Title IIA	X	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
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x	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).					
Strengthen teacher pedagogy to embed strategies on school's belief about how students learn best and increase the level of questioning so that all student work products reflect higher levels of processing skills.					
Review Type:	DQR	Year:	2013	Page Number:	4
		HEDI Rating:	D		

Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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.					
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching		
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning		

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.					
To deepen our level of inquiry in order to use classroom level data to inform our instruction for all students especially our SWD's and ELLs so that supports our differentiated and allow these students to meet CCLLs and engage in rigorous discussions and tasks.					

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.					
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A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers on the 9th and 10th grade common planning teams will meet weekly to engage in cycles of inquiry based on student work. Teachers will identify next steps in refining instruction to meet the needs of students
2. Teachers led by lead teachers will develop and use protocols to analyze teacher and student work
3. They will use feedback and from their peers, consultants and administrators to create tasks and engage students in learning strategies that will lead to critical thinking, close reading of complex text, analysis and evaluation
4. Teachers will engage in varied and differentiated professional development opportunities in order to create curricula, including units, lesson and tasks that are challenging, differentiated and extend student thinking
5. Through inquiry, teachers will identify gaps in student skills, as per the common core standards, and revise learning opportunities for students to learn and master necessary skills.
6. Teacher teams will loop with guidance counselors to ensure emotional as well as academic supports
7. Teachers will participate in students' annual reviews and share student work to identify strength and weaknesses and add meaningful input into the IEP
8. SIT teams will review student work and collaborate with classroom teachers to identify and put into place interventions for SWD's
9. Students will be identified to participate in our school wide credit intervention program, Regents preparatory classes, expanded learning time activities etc.

B. Key personnel and other resources used to implement each strategy/activity

1. Lead teachers, educational consultants and teachers will utilize their expertise to deepen their inquiry work in order to create differentiated supports for students and help students engage in text based discussions and critical thinking activities.
2. Lead teachers, AP, network staff, educational consultants
3. Teachers will utilize literacy design collaborative rubrics to assess and guide tasks
4. Educational consultants, labsite visits, AVID consultants and workshops, literacy design collaborative templates
5. Teachers will utilize network created gap analysis rubrics
6. Lead teachers and teachers on 9th, 10th grade and department teams
7. Partnership with Children, guidance counselors, APS, teachers, lead teachers will meet bi-monthly to create action plans for individual at risk students
8. Teachers and AP on SIT team
9. Teachers and guidance counselors

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The percentage of SWD's graduating with Regents Diplomas will increase by 10%
2. 75% of the time, ICT teachers will plan for and provide differentiated supports for individual students, based on formative and summative assessment data
3. 75% of students will show growth in select reading, writing and mathematics standards
4. Academic Intervention forms will show evidence of students' strengths and weaknesses and interventions to be put in place to help students achieve mastery.
5. Spring units of study in Math, SS, English, and Science will reflect instruction and activities to strengthen students' skills in regards to identified gaps
6. 75% of students who attend tutoring and regents preparation courses will pass key Regents exams
7. 25% of SWD's in 2014 cohort will graduate with a Regents rather than a local diploma
8. All IEP meetings will take place and include a review and analysis of student work to better inform students' accommodations and placement
9. 85% of students in PM school and other extended learning opportunities will earn 10 credits or more at the end of the 2014 school year

D. Timeline for implementation and completion including start and end dates

1. September 2013 to August 2014
2. Fall and Spring 2013-2014
3. February -June 2014
4. November –April 2014
5. February-June 2014
6. January 2013- August 2014
7. August 2014
8. September 2013- June 2014
9. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I Priority Focus, Blueprint for School Improvement and Title III funding will support PM School, after-school tutoring, Spring Intensive, PD opportunities for teachers and curriculum in ELA and Math:
2. Teachers will meet twice a week in common planning sessions
3. Daily After School Tutoring: 7 Teachers X 2 hours per week X 21 Weeks for 294 hrs total
4. All 9th and 10th grade teachers engaged in daily common planning
5. Educational consults and network staff will work with teachers on a weekly basis – Math Educational Consultant 30 days SS Educational Consultant 30 days per day Literacy Educational Consultant 30 days per year; XIMP Mathematics program \$ 10,000
6. 1 AP X 110 Hrs for a total of 110 hrs 1 School Aide X 55 days X 2 hrs per day for a total of 110 hrs
7. After School Credit Accumulation/make up credit: 2 Teachers X 4 hrs X 33 for a total of 264 hrs
8. Literacy Consultant and AP 15 days
9. Spring Intensive: 5 teachers X 6 hrs X 9n days for a total of 270 hrs
10. rs
11. Professional development for teachers on Universal Design for Learning and close reading in support CCLS for 5 Teachers in the summer. Summer per session 5 days-6 hours including the materials/professional literature/readings for the session, as well as chart paper, copy paper and other supplies

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. Rollover Title I Correct 91 PS Pch svc Loc Trvl
2. Rollover Title I Correct 91 Supp and Materils

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
x	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

On the question, " There is an adult who is helping me plan for my next steps after graduation (career planning, college selection and application process, financial aid process, etc.) " 16% of students responded they disagree and 4% responded they strongly disagree.

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	9	HEDI Rating:	N/A
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, all 9th, 10th and 11th grade students will have participated in an AVID advisory program/ College Summit program that promotes good study skills, student resiliency, and college and career readiness.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All 9th, 10th and 11th grade students are scheduled for an advisory period every week (37 and ½ minutes, 9th grade Elective, AVID elective, 11th grade College Summit, Counseling in Schools push in activities). Advisories and activities will focus on identity building, study skills, goal setting, conflict resolution and career exploration
2. Advisory committee will meet once to twice a month to develop curriculum, engage in "kid" talk and assess how these supports are working.
3. 9th grade students will participate in team building activities and trips (October college trips, November Advisory trip to Floyd Bennet Field, November College Fair, Spring Career Day, Cultural Day, Peer Leader presentations, Peer Leader assemblies, team Building Trip in May to Camp Becket, AVID tutorials, Historical Trips
4. Advisors set aside time to meet with CBO (partnership with children) and with guidance counselors to track students' social emotional needs.
5. 9th and 10th grade inquiry teams will utilize information gleaned from advisory teachers and classroom teachers to provide action steps and interventions based on 3 indicators, academic performance, behavior, attendance.
6. Guidance counselors, College advisor and Spark counselor conduct parent meetings
7. ELL coordinator and teacher provides targeted interventions, tutoring , advisory and parent activities (LAP, Title III, Title III Immigrant grant etc).

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, guidance counselors, college counselor, AVID coordinator
2. CBO's teachers and coordinators, AVID coordinator, ELL coordinator implement these activities and strategies
3. Assistant principal, AP Security Safety, College Counselor'
4. Partnership with Children, guidance counselors, teachers
5. 9th and 10th grade teachers, counselors, AVID coordinator
6. Guidance counselors, College advisor and Spark counselor
7. ELL coordinator and teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 85% of our students in each cohort will earn 10 plus credits or more with 6 in core subject areas in order to be promoted
2. 80% of students in our lowest third will earn 10 credits or more with 6 in core subject areas in order to be promoted
3. Our school-wide attendance rate will increase from 83.7% to 87%'
4. At-risk students will receive timely interventions including counseling supports, initial referrals, reevaluations, mentoring, mediation, daily conduct sheets, tutoring, credit intervention (during the day and after-school) etc
5. 75% of our 9th graders will participate in one or more extracurricular activities

6. 80% of our 9th grade parents/ guardians will attend one meeting or more during the 2013-14 school year
7. 100% Ells will engage in at least one intervention activity

D. Timeline for implementation and completion including start and end dates

1. September 2013-June 2014
2. Monthly September – June 2014
3. October- November- March-April 2013-14
4. Weekly
5. Weekly
6. 3 times a year
7. November- May 2013-14

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Title I Priority/ Focus SWP and TL Fair Student Funding money will be used to support building activities and trips, and parent involvement as well as teacher/advisor planning time.
2. Blueprint for School Improvement funding will be used for expansion of College Summit and Avid across grade levels.
3. Title III will be used for targeted interventions for an After School Program: 1 teacher X 5 hrs per week X 21 weeks for a total of 105 hrs
4. We will hire a summer school Guidance counselor to ensure that students are meeting graduation requirements, outreach to students with attendance issues, and support students through action plans to help them stay on track. Also, in support of the Summer Bridge program that assists with AVID and the AVID framework for college readiness

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	X	Tax Levy	X	Title IA		Title IIA	X	Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

1. Rollover Title I Correct 91 PS Pch Svc Loc Trvl

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT	x	PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI	x	PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

On the question, "How often during this school year have you attended a Parent Association/Parent Teach Association (PA/PTA) meeting? 27% of parents responded Never

Review Type:	Learning Environment Survey	Year:	2012-2013	Page Number:	7	HEDI Rating:	N/A
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

X	6.2 Welcoming environment		6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, we will improve communication with families and community by improving parent attendance to school wide events, including but not limited to, Parent Teacher Association meetings by 10%.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and

E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> 1. Improve attendance by families to school-wide events via phone-master, email alerts and one-on-one invitations. 2. Provide resources for families in regards to important school information and community resources via parent information nights (minimum 2 per semester) 3. Build a collaboration between Student Council and School Leadership team and PTA so that a cycle of collaboration can be fostered among stakeholders (parents, students and staff) 4. Implement Datacation school wide so that parents can have timely access to students' assignments, grades, attendance and direct email with teachers 5. Enhance opportunities for parents to learn more about college and career readiness (college trips, Financial Aid Night, College Fair, Career Day) 6. Utilize school website to make daily announcements, post important resources, and school calendar. Website translates information in over 30 languages 7. Provide opportunities for parents to visit classrooms and school (Open House), SLT yearly walkthrough, chaperoning opportunities, holiday celebrations, awards ceremonies etc 8. Conduct Freshmen Orientation and Summer Bridge program 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> 1. AP 2. Guidance Safety, School Guidance Counselors, CBO staff, AVID and ELL coordinator, Athletic Director, Senior Coordinator etc 3. Aps and Teachers 4. AP, College Counselor, Peer leaders, Guidance counselors, teachers 5. Aps and Secretaries 6. AP, Leadership Program Instructors 7. Teachers 8. Guidance Counselor 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
<ol style="list-style-type: none"> 1. Increased Parental Involvement in School Activities and School Decision Making by 20% 2. All parents will receive resources at least twice a semester 3. Student Government will present at PTA meetings and conduct activities and events to involve families at least 3 times a year 4. 80% of 11 and 12th grade parents will participate in at least one college activity in the 2013-14 school year 5. 50% of parents/guardians will attend at least one event during the school year 6. 40% of incoming Freshmen will participate in the Bridge program 									
D. Timeline for implementation and completion including start and end dates									
<ol style="list-style-type: none"> 1. June 2013-August 2014 2. June 2013-August 2014 3. June 2013-August 2014 4. June 2013-August 2014 5. June 2013-August 2014 6. June 2013-August 2014 7. June 2013-August 2014 8. June 2013-August 2014 									
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity									
<ol style="list-style-type: none"> 1. Title I Priority Focus will be used to provide parent engagement activities. This will take place with the use of an outside CBO/Partnership With Children. 2. Title I Priority Focus will be used to provide funds to support positive behavior and student attendance though a variety of activities/educational visits/trips. 3. Title I Priority/Focus will be used to purchase Skedula. Skedula's linked systems will empower our administration, teachers, parents, and students by making it easy to view, analyze, and/or cross-reference data. It will help our school to actively assess new needs, address performance gaps, increase transparency, and promote academic success. 									

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

To improve students' academic performance and support all students who are not meeting academic standards. Our After School Tutoring and homework assistance program, Saturday School, Spring Recess Intensive, Regents Preparatory classes and Summer School Program will increase the number of students on track to graduation from 65% to 80% across grades, reduce the drop-out rate from 8% to 4%, increase attendance from 83.7% to 87% and improve social and emotional outcomes.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Daily after school tutoring sessions for Math, ELA, Science, Social Studies, PE and Art**
2. **Regents Preparatory classes for ELA, Social Studies, Living Environment, Earth Science, Integrated Algebra and Geometry.**
3. **A Spring Intensive program that will provide students with opportunities for credit recovery.**
4. **iLearn program that will provide students with opportunities for credit recovery**
5. **Summer School program**
6. **The Leadership Program with its after school program will introduce a curriculum that will incorporate self-concept, teamwork and critical thinking skills needed for students to thrive in the building and beyond.**
7. **Counseling in Schools will provide an after school mentoring program**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **Certified subject area teachers from The Cobble Hill teaching staff as well as personnel from the Leadership program and Counseling in Schools program will be implementing these activities.**

C. Identify the target population to be served by the ELT program.

1. **ELT is for all the students who have failed or who are at risk of failing at least one subject class per marking period. It is also mandatory for all the students who have failed at least one Regents exam.**

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

x	21 st Century	x	Tax Levy	x	Title I SWP		Title I TA		Title I PF		C4E
x	Title III	x	Title I SIG		PTA Funded		Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

The Leadership Program with its after school program will introduce a curriculum that will incorporate self-concept, teamwork and critical thinking skills needed for students to thrive in the building and beyond.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Our extended learning program consists of two components, academic and extracurricular. Our extracurricular components are mostly led by facilitators from Counseling in Schools and the Leadership Program. Our academic program is administered and facilitated by school staff.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Daily after school tutoring sessions for Math, ELA, Science, Social Studies, PE and Art will run for an hour daily beginning in October 2013 thru June 2014 every Tuesday thru Friday..
 Regents Preparatory classes for ELA, Social Studies, Living Environment, Earth Science, Integrated Algebra and Geometry are scheduled for two six week periods. The first from December to January during 6 Saturdays from 9AM-1PM. The second Regents preparatory will be May to June for 6 Saturdays from 9AM-1PM.
 A Spring Intensive program that will provide students with opportunities for credit recovery.
 iLearn program that will provide students with opportunities for credit recovery
 Summer School program

The Leadership Program with its after school program will introduce a curriculum that will incorporate Arts based programs with emphasis on self-concept, teamwork and critical thinking skills needed for students to thrive in the building and beyond. Counseling in Schools will provide an after school mentoring program

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

After school tutoring and homework classes, credit recovery classes, summer school classes, after school art classes, leadership class and a mentoring class. These activities support our students in gaining the academic skills and stamina to stay on track and graduate within four years college and career ready.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

The unique learning needs and interests of students will be addressed by the Leadership and Counseling in Schools programs. These programs allow students to explore their interests and build leadership and social skills through clubs such as martial arts, student government, drama, video journalism,, cheerleading, and classes in socio-emotional learning and goal-setting

D. Are the additional hours mandatory or voluntary?		Mandatory	x	Voluntary
--	--	------------------	----------	------------------

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

Students are invited to the program and parents are also aware of this invitation. Phone calls to parents are made on a weekly basis and a School Aide is also calling home informing parents of students' attendance in the program.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.

Our school is providing our students with numerous opportunities to increase their achievement rate: after school tutoring sessions, after school art classes, iLearn classes, Saturday school, Spring Recess intensive program and summer school.

G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
--	--	------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

We will evaluate the program by conducting walk-throughs, by monitoring student attendance and garnering student and parent feedback via surveys and feedback forms.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Classroom Inc, Achieve 3000, Writing Matters, ELA Modules, ESL classes and LAB	Small group, tutoring, 9 th grade elective (90 minutes of ELA instruction for all 9 th graders)	During, before and after the school day
Mathematics	90 minute 9 th grade Algebra classes, Meaningful Math, Engage NY Modules	Small group tutoring, during the day 90 minute block	During, before and after the school day
Science	AVID close reading strategies, literacy strategies and organizational strategies, Enrichment classes, Regents prep classes, Castle Learning, Aventa	Small group tutoring, advisory, during class	During, before and after the school day
Social Studies	AVID strategies – close reading, graphic organizers, reciprocal teaching, organizational strategies, Enrichment classes, Regents prep classes, Aventa, Castle Learning, History Channel	Small group tutoring, advisory during class	During, before and after the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom presentations, group counseling and one to one counseling. At Risk group counseling and individual counseling as preventative measures prior to initial referrals. SAPIS counselor handles substance abuse prevention via group counseling and individual counseling. We also offer condom availability program. Mental health referrals to Good Shepherd Services and St. Christopher Otille: Center For Family Life. Holistic Adolescent Referrals to the Door One-on-one and small group counseling – Partnership with Children (AIDP)	Small group, one-to one	During, before and after school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

We will attend hiring fairs, select and train new teachers, provide mentors for new teachers, support the work of lead teachers.

Action Plan

Interview, observe and coach student teachers from Hunter College assigned to Cobble

Teachers attend NTC mentor training so that they can serve as Mentors to new teachers

Lead teachers also provide mentoring and support to new teachers

New teachers are made aware of opportunities to gain additional college credits towards gaining additional certifications (especially hard- to –staff subject areas – ESL and Special Education

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our professional development plan includes:
 CFN 112 5 day summer institute on Implementing the Common Core
 CFN 112 Labsite Intervisitations and Study groups aligned to Danielson Rubric
 AVID Critical Reading, Implementation and Tutorial Professional Development
 Weekly Coaching by Educational Consultants
 9th and 10th grade PLCs (lesson study, intervisitations, etc)
 CFN 112 guidance trainings
 OSYD training on Bullying – From Bystander to Allies
 QTEL training

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

We have coordinated and integrated the use of the various fund sources from AIDP, Success Grant, Title I funding, 21st Century Grant, P/F funding to provide incentives, purchase clothing for students, iPads and classroom technology, in support of our AIS program. Also to increase graduation rate and track student progress towards graduation. We have also used the funds to support students with temporary housing with specific needs. Our Lead teachers and Leadership program help plan, organize and coordinate the various in-house programs that support student learning such as tutoring and Blended learning opportunities.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The new MoSL committee this school year helped us make decisions about the local measures that will be utilized for 20% of teacher evaluations. Ninth and tenth grade teachers meet daily, all other teachers meet weekly during common planning time to discuss curricula and student work using inquiry and assessment cycles.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Cobble Hill School of American Studies

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 through our website and PTA meetings with parents.
- 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 via our website that is translated in 50 different languages (www.cobblehillhighschool.org), translation services etc.
- 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;

The Cobble Hill School of American Studies 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 Cobble Hill High School.

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

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

- 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, such as the Senior and Junior Breakfast, School Carnival, School Holiday Extravaganza, annual Award Ceremonies etc;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 15	Borough Brooklyn	School Number 519
School Name Cobble Hill School of American Studies		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ana Maria Mule	Assistant Principal Suzane Thomas
Coach Jessica King	Coach
ESL Teacher Louise Bauso	Guidance Counselor Mikeline Janvier
Teacher/Subject Area Jill Yamali/History	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	585	Total number of ELLs	45	ELLs as share of total student population (%)	7.69%
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Part II: 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										26	8	8	3	45
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	26	8	8	3	45

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	30	ELL Students with Disabilities	6
SIFE	10	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	30	5	1	10	5	2	5	0	3	45
Total	30	5	1	10	5	2	5	0	3	45

Number of ELLs who have an alternate placement paraprofessional: 0

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	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										14	4	8	1	27
Chinese										4	1	0	1	6
Russian										1	0	0	0	1
Bengali										0	0	0	0	0
Urdu										1	0	0	0	1
Arabic										2	2	0	1	5
Haitian										0	0	0	0	0
French										3	0	0	0	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	0	0	2
TOTAL	0	0	0	0	0	0	0	0	0	26	8	8	3	45

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)										14	0	4	0	18

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										8	5	3	0	16
Advanced (A)										5	1	2	3	11
Total	0	0	0	0	0	0	0	0	0	27	6	9	3	45

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					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 (SWD)									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 (SWD)									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	8	16	5	9
Geometry	0	5	0	0
Algebra 2/Trigonometry	2	0	1	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	1	0	0	0
Earth Science	1	5	0	0
Living Environment	13	10	1	1
Physics	0	0	0	0
Global History and Geography	4	3	1	2
US History and Government	3	0	2	0
Foreign Language	0	5	0	4
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Each semester our ELLs are administered the ELL Periodic Assessment to determine reading skills and the Performance Based Assessment (argumentative essay) to determine writing skills. With data from the ELL Periodic Assessment, we are able to determine trends across classes and give targeted instruction in certain reading and writing skills. In the case of the Performance Based Assessment, we administer a diagnostic that is scored using a gap analysis. Later in the semester, students are administered a PBA with modified targets in curricula. This is based on Common Core Skills that our students are challenged by according to the initial gap analysis. PBA instruction is based on gap analysis, used consistently across all departments. We are able to assess whether students acquire the skills necessary, and compare them with their native-speaker peers. This enables us to target ELL-specific challenges and content.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The majority of our new admits this year, which have totaled seven thus far, are newcomers with three years or less in the country. Of the students who have been deemed eligible for ELL services according to LAB-R testing, four (4) have tested in at the beginning level and one (1) at advanced. The remaining two tested out of ELL services according to the LAB-R.

The majority of our students move through proficiency levels according to standard language acquisition patterns. In general, students' progress is consistent with academic findings (3-5 years for Basic Interpersonal Communicative Skills (BICS), 4-7 years for Cognitive Academic Language Proficiency (CALP)). In the administration of the 2013 NYSESLAT, 24 9th graders were tested; of these, 5 tested at beginner, 14 at Intermediate, 3 at advanced, and 2 tested out at Proficient. Of the eleven 10th graders tested, 4 remained at the Beginner level, 4 remained at Intermediate, 2 remained at advanced, and one tested out at Proficient. Of our four eleventh grade students who were NYSESLAT-tested, two remained at the advanced level, and two moved up one level (from Intermediate to Advanced and from Advanced to Proficient).

According to our NYSESLAT results last year, 4 of the 10 students who remained at the Beginning level and did not move on to Intermediate had been in the country for less than one semester, 4 less than two years, and 2 less than three years. Understandably, these two students that struggle to progress on to the Intermediate level show strong characteristics of SIFE students and struggle with literacy in their native language, as well. We gave careful consideration to students in all grades who did not show progress moving up through the proficiency levels, and the vast majority of the time, remaining at the same level seemed to correspond to the length of time the student had spent acquiring the English and the student's literacy awareness in the native language.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In general, students are grouped according to NYSESLAT proficiency. Every fall, we create a data profile that shows students' skills by modality, for as many years as data is available. This allows us to target more specifically modalities with which students struggle most. For example, for students with strong receptive skills but weak productive language skills, we may create a targeted group to address their needs within that proficiency level. While all of our groups have a focus on literacy, some groups also spend time on communicative language skills and English language development, according to student needs.

4. For each program, answer the following:

- a. 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?

a. There is a strong correlation between grade level and proficiency level; beginning ESL students are most often ninth and tenth graders. Our students are more likely to pass state exams in their native language than English, provided they have some grasp of the content as well as sufficient proficiency in their native language.

b. We analyze data from the ELL Periodic Assessment by hand-scoring the tests and analyzing which specific questions posed the most difficulty to students in different language groups and levels. We compare this to the data available online in order to get a deeper

look at what our students are struggling with. In other words, online Periodic Assessment results may indicate that a student is having trouble with inference questions; however, through our individual assessment we can determine that the issue may have been vocabulary or lack of schema around the topic. Overall patterns across the modalities of the Periodic Assessment indicated our students at the Beginning and Intermediate level struggle most with listening (particularly Level 2 questions) and choosing the correct syntax/mechanics of a sentence in the writing section. The genre that presented the most problems in the Reading section was the "how-to" article. This is all useful information to return to when designing NYSESLAT preparation activities to use with different groups.;

c. Because the NYSESLAT and Periodic Assessment have begun targeting more academic language, we are finding that even students with higher proficiency levels struggle with CALP. The Periodic Assessment has also shown that the modality in which students of all levels struggle the most is reading, which is also the modality in which students have the least schema for content-based readings. Although students may have highly developed literacy skills, both in English and in their native language, the lack of pre-existing knowledge of content can impede progress. We offer many scaffolds using native language in the classroom; however, we do not use native language scaffolds on the Periodic Assessment because it would invalidate the assessment.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

The intake interview with parents when each new student is admitted to the school reveals a great deal about native language proficiency. Parents/Guardians describe schooling in the native country to determine if the student has interrupted formal education. Other native language assessments include the Spanish LAB, Empower 3000 diagnostic (in Spanish only). For our students who speak other languages, we ask them to do a native language writing sample and have a faculty member who speaks that language to analyze and describe that writing sample.

Within the ESL curriculum, we utilize multiple strategies to aid in the development of the student's native language literacy. This is based on second language acquisition research that shows continuing to develop native language proficiency works in conjunction with the student's acquisition and development of the second language. Strategies may include native language research, where articles are summarized in the native language as well as English and then graded by peer review language groupings.

We engage with content-area teachers on a regular basis to aid in understanding the link between language development and growth in content-area classes. We offer content-area teachers a variety of strategies that they can use to ensure that lower language skills do not interfere with content-area achievement. Some examples of strategies include: charting and finding root words for science; classifying language according to mathematical operation; explicit vocabulary acquisition strategies. In addition, content-area teachers utilize native language whenever possible, by translating vocabulary, assessments, and texts. Students who have tested proficient may remain in ESL for an additional transitional year (as advised by guidance counselors), and have access to ELL-targeted tutoring for mainstream English classes.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

- We look at credit accumulation, or, more specifically, the percentage of ELLs who are on target for grade level and acquiring ten credits per school year. This report is written at the end of each semester. Based on the report cards for the first marking period this school year, 75% of our ELLs are on track for credit accumulation. Intervention (Zero period and after school tutoring) is being pursued for those students who are struggling with credit accumulation.

- We look at the percentage of students who are making progress on the NYSESLAT as well as the percentage who are testing proficient. Last year we tested 42 students on all four sections of the NYSESLAT. Of this group, 5 students tested out at Proficient (11.9%). 57% remained at the same level in terms of proficiency, and 43% moved up to the next proficiency level.

- We look at Regents scores to determine if ELLs are on track for graduation, and to determine any extra tutoring or scaffolding that might be needed.

- We meet regularly with content-area teachers to get anecdotal evidence regarding student progress in English-language classes.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multistep process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

The newly admitted student and their accompanying parent/guardian attend an information intake interview, attended by our ELL Coordinator, Louise Bauso, our Pupil Accounting Secretary, Wandy Sheffield, and an in-school translator, if necessary. Languages spoken by school-based faculty include Spanish, Arabic, Greek, French, and Haitian-Creole. Parents are given a Home Language Survey (HLIS) to identify the child's language proficiency. This form is provided in the parent's native language when possible. Our licensed ESL teacher helps the parent complete the HLIS form and conducts an informal intake interview based on the parent's responses.

If the child is identified as an eligible candidate for Bilingual Instructional Services, a SIFE survey and educational background questionnaire is completed as well and a parent orientation is tentatively scheduled for the following week, upon the completion of intake testing. The Language Battery Assessment (LAB-R) is administered, when appropriate, to identify the child as an English Language Learner or English Proficient. If child is identified as an ELL and is a native Spanish speaker, the Spanish LAB is also administered to determine native language proficiency.

An entitlement letter is provided to parents to inform them about the child's identification and if the student is found eligible for ELL services, a parent orientation is conducted by the ELL coordinator. At this meeting, parents are introduced to Cobble Hill School of American Studies' ESL program, but other program models (Transitional Bilingual and Dual Language) available at different schools are also explained to parents. Each parent fills out a Parent Selection form, and the child is enrolled in the appropriate program within ten days.

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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. A few days after LAB-R testing is completed and a student is found eligible for ELL services, parents participate in an orientation where our ESL licensed teacher/ELL Coordinator explains all three program models to the families.

In addition to this oral explanation, parent brochures are disseminated in their native language to enrich their understanding of each available program. They are also shown a New York City Department of Education video that explains the three ELL choices in the native language. Parents complete the parent selection form at this meeting and the school conforms to the parental choice selections.

If the parent chooses a program model not available at our school (Transitional Bilingual or Dual Language), the ELL Coordinator explains how the parents have the option of requesting or rejecting a transfer. Parents also understand that if a sufficient number of parents indicate a Transitional Bilingual Program or Dual Language Program as their first choice, the school is obligated to create this program. Parents will be informed by school administrators should this program become available.

Timeline of Events:

- New Admit and Guardian attend informal interview. They fill out HLIS and conduct an educational background interview.
- If the student is found to be eligible for ELL services according to the HLIS, the student is administered the LAB-R within 10 days. This testing and school acclimation is conducted by the ELL Coordinator and usually takes place on the students first two days of school at Cobble Hill.
- If the student tests below cut scores and is a native Spanish speaker, our Spanish teacher Irene Martinez or Pupil Accounting Secretary Wanda Sheffield administers the Spanish LAB.
- Entitlement letters are sent home for parents and the parent orientation is also scheduled/confirmed.
- Parent Orientation usually takes places within a week of the initial intake interview. The ELL Coordinator explains our ESL program as well as other models available in New York City, and parent fills out Parent Selection Form.
- Based on parent selection , student is either placed in the ESL program as a first choice or a rejected transfer, or parent requests a transfer to a school with the first choice of program model.
- Should a sufficient number of parents indicate a Transitional Bilingual or Dual Language Program as their first choice, the school will create this program and inform parents when it is available.
- ELPC Screen is updated within 20 days of the student's admission to the school and reflects HLIS, LAB-R testing results, and Program Selection

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Our ELL Coordinator, Louise Bauso, is personally accountable for the distribution and collection of forms. Parents complete the Parent Survey and Program Selection form during orientation, and receive the Placement Letter. Entitlement, Continued Entitlement letters are sent home with the student, but copies are stored in the ELL data binder.

ESL teachers secure all forms in a data binder that includes:

- notes from intake interviews
- LAB-R and Spanish LAB test hand scores
- LAB-R Writing Sample and Speaking notes
- copies of Entitlement and Continued Entitlement letters
- parent surveys
- orientation notes
- Periodic Assessment and NYSESLAT data is also added to this data binder each time the student is tested

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.

Initial programming is based upon the observations of ESL teachers; students are placed with another student of the same proficiency level and native language (where possible). Once the student has been administered the LAB-R, our ELL Coordinator sends home an Entitlement Letter (in the native language) and schedules or confirms the Parent Orientation. This is a more formalized introduction to the Department of Education and New York City high school system. A translator is used when necessary. Parents view a DOE orientation video in the native language that describes program models for ELLs that are available. The ESL teacher and parents also review graduation requirements for New York City. Parents are made aware of resources available in New York City and online to aid in their child's language development. At the conclusion of the orientation, Placement Letters are distributed to parents and the ELPC screen in ATS is updated. A copy of Placement Letters (and Continued Entitlement letters for returning ELL students) is maintained in the ELL Data Binder.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Weeks before the NYSESLAT is administered, our ELL Coordinator Louise Bauso writes, translates and distributes an explanation of the test for parents, including the testing schedule. She uses class time for targeted NYSESLAT preparation; although we make it a priority to develop literacy skills throughout the year, explicit test preparation is not a year-round practice in our ESL classroom. Rather, we use one to two weeks to familiarize students with the specific types of questions they will encounter on the NYSESLAT.

Students that are NYSESLAT tested are determined by the RLAT report on ATS; all students listed are tested. The speaking section is administered individually by the ESL teacher over the course of several weeks. Listening, Reading and Writing sections each have their own designated administration days. For any students who are absent, the ESL teacher administers make-up tests for several days following the NYSESLAT. Students may make up the test at any time until the end of the testing window.

6. 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.) 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.  Of our five newly admitted students this year, 20% opted for TBE, 40% opted for DL, and all of these parents rejected a transfer. The remaining 40% opted for an ESL program. Due to the fact that we have students complete the Parent Survey and Program Choice form at the Parent Orientation, all forms are returned and on file.

Based on the past two years of the parental program choices made on the Parent Survey and Program Selection form, trends show that parents generally opt for the ESL program that is already available at Cobble Hill (44%). Approximately 24% of the parents of children new to the New York City public school system opt for a bilingual program after they have been informed that this program does not exist at Cobble Hill and placing their child in such a program would entail transferring their child to another school. However, they also understand that if enough parents request a program that is not available for their child, it is the school's obligation to create such a program based on their choice. As of this year, we do not have enough parental requests for a bilingual program in any one language to furnish such a program, and we remain solely an ESL school. The remaining 30% either opt for a dual language program or do not return the form. Parent choices are monitored by our ELL Coordinator and the Principal is kept abreast of any trends that would dictate a change in ELL programming at Cobble Hill High School.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified. All explicit ESL instruction is delivered in a departmentalized, free-standing model.
 - b. ESL groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Intermediate level students and their broad range of ability, we have divided them into low and high intermediate. Low Intermediate level students are grouped with the Beginning Section for two periods a day, and High Intermediate level students meet for a double period each day. Beginning level students receive a third period of ESL instruction alone, which focuses on skills and content area class support. Advanced ESL students receive one period of ESL each day, in addition to one period of mainstream English classes taught at grade level.
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)?

Due to block scheduling, students generally receive more than the mandated minutes of service. Beginning students are mandated to receive 540 minutes of service per week and received 675. Intermediate students are mandated to receive 360 minutes of service per week and received 450. Advanced students are mandated to receive 180 minutes of service per week and received 225, in addition to 225 minutes (5 periods) of ELA instruction per week.

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 foster language development and meet the demands of the Common Core Learning Standards.

Our ELLs take math, science, and history courses with mainstream teachers. None of these teachers hold their ESL license, but they are learning about ELL strategies through our ESL teacher and literacy specialists that come into the building to work with the teachers. Strategies already in place include picture support, dictionaries and glossaries, word walls, modified language (oral and written), and differentiated assignments and assessments. A modified content library, along with native language resources, are available in the ESL classroom. A copy of the text book for most classes is available in Spanish, our dominant language of beginning level students this year. This ensures that all instruction, no matter what language information is delivered in, is Common Core Learning Standards aligned: whatever unit plans the teacher designs in English that CCLS-aligned, second language speakers are receiving the same curriculum and materials in their native language.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Throughout the year, students periodically complete writing assignments in native language, after which the assignments are read and evaluated by staff members who speak the same language. In addition, Spanish-speaking students are given the Spanish LAB upon arrival at school and use internet resources in Spanish. One Spanish-language program software which the school has purchased is Empower 3000 which provides ongoing assessment of academic language and skill development.

In-class writing assignment are often drafted in the native language. Formal writing assignments are sometimes also requested in the native language; for example, students may read an article in the native language and provide a paragraph summary in both English and a translation in the native language. These are then peer-reviewed or graded by a faculty member who speaks the target language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Every lesson addresses all four modalities on a daily basis. Throughout each week, our ESL teacher conducts formal and informal assessments of all four modalities. Diagnostic assessments are given in all four modalities at the onset of the school year and are targeted to match the curriculum's focus for that semester. However, these diagnostics usually include a writing sample, a survey, several reading passages, and individualized interviews for speaking. Throughout the school year, listening activities are conducted with the help of the Cambridge series Academic Encounters. Topics are selected that are relevant to the curriculum.

Each semester a performance-based assessment is administered to ELLs, in which the theme of the curriculum for that semester culminates in an argumentative essay. This is graded formally against a diagnostic administered early in the fall semester.

More formalized assessments that address all four modalities are the LAB-R (for new admits only), the ELL Periodic Assessment (twice a year) and NYSESLAT (administered once a year in the Spring).

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. There is urgency to provide academic intervention services as an extension of the regular school program on both push in and pull out services for our 10 SIFE students. We will take the following steps with these students:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas

b. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- An informal student orientation
- Buddy system identifying a native language bilingual student in his/her class that will assist during the day
- Encourage student to participate in after school activities and tutoring.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home-school communication.
- Content-area glossaries are provided
- Tell Me More and Empower 3000 language software accounts are set up for each student, and parent accounts will be made available as well, if applicable.

c. For those students receiving 4-6 years of service, we use the following procedures and resources to support our aim of having students reach proficiency on the NYSELAT during this time period and before becoming long-term ELLs:

- All students are encouraged to attend after school programs and tutoring before school.
- Students must use Empower 3000's literacy software a minimum of two hours a week outside of school
- There is focus of vocabulary acquisition, and students are taught and assessed on a minimum of ten academic/SAT vocabulary words a week. This vocabulary is always taught within the context of the curriculum.
- There is also a strong focus on writing, in which ELLs in this subgroup receive the lowest scores on the NYSESLAT. Students compose and publish a minimum of three portfolio items per marking period, including poetry, narrative memoir, research, and essays. Homework assignments are primarily journal entries.

d. An analysis of long-term ELL scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in Empower 3000 and extracurricular programs to enrich their language and academic skills.

e. For the past two years we have had 15-20% of our ELL students reach proficiency on the NYSESLAT. A year of transitional

support is available to these students in their continuing participation in the ESL program, but we do not give each child this automatically and instead make a decision on a case-by-case basis through a conversation between our ESL teacher, Assistant Principal, and Guidance Counselor. At this point we have two students opting for transitional support.

All prior ELLs continue to receive testing accommodations for two years following their exit from the ESL program. These accommodations were outlined in a letter from the superintendent in September 2008 and include the following:

- Time extension (time and a half)
- Separate location (ELLs and Former ELLs are generally tested together)
- Third reading of the Listening Selection on the English Regents Exam.
- Bilingual glossaries are provided for use during state tests
- Simultaneous use of English and Alternate Language Editions of state exams is approved for use by ELLs and Former ELLs
- For lower-incidence languages, we use school faculty or a hired translator to give students an oral translation of state tests.
- When taking a state test in with a native language translation, students are allowed to write their responses in their native language as well.

7. 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?

All curriculum is created on-site by ESL teachers and reflects academic/graduation needs of students. For example, literacy instruction always includes subject-area content, with a primary focus on social studies. Most of the materials used are non-fiction/informational, and include journalism, memoir, documentary and primary sources. These are supplemented with non-informational sources such as poetry, fiction, and artwork. Computer literacy skills are a large part of the curriculum; students are often asked to retrieve and analyze content information from online sources. Listening and note-taking skills are a daily part of the curriculum to promote college readiness. Students often listen to brief excerpts from college-level lectures and take scaffolded notes. Students must communicate for information on a daily basis, through collaborative or cooperative learning activities. Students further develop all four modalities by engaging in public speaking activities, writing and delivering speeches to their classmates. Strategies are constantly evolving based upon a highly diverse student population which changes dramatically from year to year.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Scheduling flexibility is used in the case of students who are moved to a higher-level class than their NYSESLAT scores would indicate, based upon in-class performance and the observations of ESL teachers. After reviewing IEP testing modifications, these are applied to classroom instruction at the teachers' discretion (i.e. modified materials, extended time, scribes, modified responses, etc.). Curricular flexibility is apparent in the availability of student choice in assignments and assessments.

Courses Taught in Languages Other than English 

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

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

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

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

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

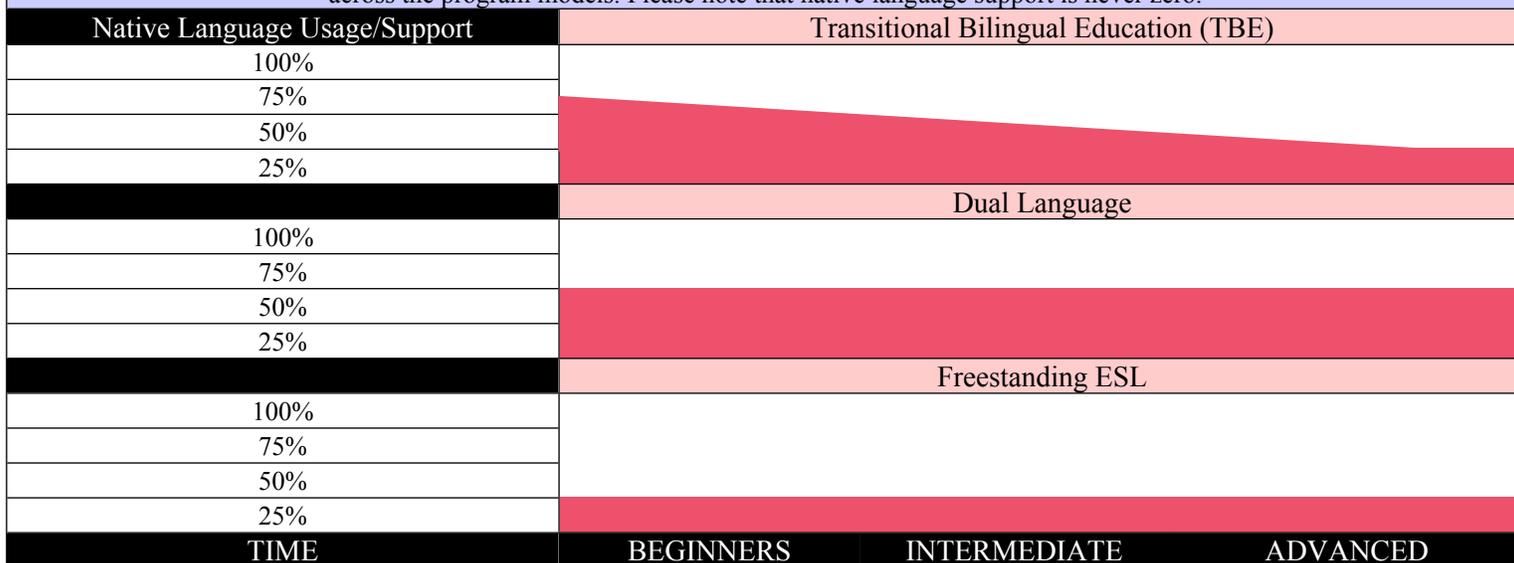
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. 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.

At the beginning of the school year, our ELL Coordinator prepares a packet for all content area teachers of ELLs that notifies them of which of their students are ELLs and what proficiency level each has tested out. Group lists of ELLs in each content area class are provided so that mainstream teachers can see which other teachers they share students with.

In addition, this packet gives information on

- proficiency descriptions and entitlement
- Former ELLs and testing modifications
- Scaffolds for ELLs in the Mainstream Classroom
- Differentiation Tasks for ELLs
- Modified Test Questions Examples for ELLs

The purpose of this packet is to provide mainstream teachers with tools in which to offer appropriate interventions and modifications for ELLs.

We have several structures in place and available to ELLs in the content areas as targeted intervention. Each ELL student participates in one or more of the following, depending on their needs.

In the specific subject areas, interventions include:

- Math: students are trained to use native language support website jmap.org, and must attend zero period and after school sessions where they watch appropriate lessons in their native language and take notes in their notebooks. Our student teacher pushes in to an Integrated Algebra classroom 1.5 hours/week to assist Beginners/SIFE students. Finally, Beginning level ELL students may participate in a student tutoring program with bilingual students who have tested out of ELL services. All Arabic-speaking, Spanish, or Haitian-Creole speaking ESL students can meet with our bilingual math teachers Maysa Jarara, Julio Sanchez, or Bernard Derys for Zero Period tutoring.

-Science: our ELL Coordinator meets with the science teacher working with the greatest number of ELLs each week and offers suggestions of interventions for these students. Modified/Translated science materials has been purchased from National Geographic and Access Science. Finally, Beginning level ESL students may participate in a student tutoring program with bilingual students who have tested out of ELL services.

-Social Studies: a certified English teacher matriculating for a TESOL extension is in our building once a week and she is able to push into two of our Global History classes where the majority of our ELLs are placed. She is with each group 45 minutes/week. Modified/Translated science materials has been purchased from National Geographic and Access Science. Finally, Beginning level ESL students may participate in a student tutoring program with bilingual students who have tested out of ELL services. All French-speaking ELLs can meet with our bilingual History teacher Urbain Blaise for Zero Period tutoring.

-ELA: our ESL teacher meets with the English department during common planning once a week to keep abreast of ELA units of study. For Advanced ESL students and former ELLs who have opted to receive an additional year of service, their ESL classwork addresses the same skills and genres as they are working on in their ELA classes. This functions as an intervention where students have extra practice with each skill and strategy.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our students all make Adequate Yearly Progress, and 43% of our students improved in terms of proficiency level on the 2013 NYSESLAT. This is a slight drop from our 2012 NYSESLAT results, when 51% of our students tested (19/37) moved up at least one proficiency level. For each and every student that remains at the same proficiency level, our ELL Coordinator reviews this

student's testing history to determine if he/she is on track with standard second language acquisition patterns. Based on research findings, it is not likely for a student to show improvement each year, given acquisition of Cognitive Academic Language Proficiency (CALP) takes 4-7 years on average.

Students are integrated into the school culture and curriculum is catered to their specific content needs. This is accomplished due to the annual review and revision of curriculum based upon teacher observations and relevant assessment data. This also ensures that students that remain in the program all four years are exposed to a variety of content and language instruction and a well-rounded knowledge of English. Each unit builds on the units from the year before and promotes college readiness.

In addition to these formalized test scores, we judge our program based on studenting issues and our ELLs ability to keep pace with high school level instruction. We spend a great deal of time developing and checking for acquisition of "soft skills" such as active listening, note-taking, organization, punctuality, and classroom preparedness.

In terms of credit accumulation, grades are reviewed each marking period and at the end of each semester to ensure that students are staying on track and which are in need of interventions.

Last year, 6 out of 8, or 75% of our 12th grade ELLs met graduation requirements.

Regents passing rates are as follows:

ELA 2/5 - 40%

Global History 3/7 - 43%

U.S. History 2/3 - 67%

Intergrated Algebra 14/25 - 56%

Geometry 0/5 - 0%

Algebra III/Trig 1/2 - 50%

Living Environment 2/23 - 9%

Earth Science 0/6 - 0%

Chemistry 0/1 - 0%

11. What new programs or improvements will be considered for the upcoming school year?

We are in the process of developing several units of study that integrate content and language acquisition. This will be supplemented by Title III-funded programs that include one community film viewings each semester (PBS Point of View Series) and an after school tutoring program for ELLs.

12. What programs/services for ELLs will be discontinued and why?

Existing programs and services will be modified, but none will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ESL students are afforded equal access to school programs. This is accomplished by daily announcements in the ESL classroom, which are translated when necessary. Parent outreach is common and a luxury we are afforded by having such a small program within Cobble Hill. Our ELL Coordinator is in regular contact with all ELL parents.

Extracurricular school programs available at Cobble Hill include Film Club, Chorus, Step Team, Dance, Leadership Council, Cheerleading, Hair Club, African Dance, Crochet Club, Chess Club, Mocktrial, Community Service & tutoring. Our ELLs are particularly encouraged to participate in an play-writing/improvisation program called "Opening Act" as it promotes ease in oral language development. At this point 8 of our 45 ELLs are involved in extracurricular activities.

Low participation in extracurricular activities is mainly due to higher participation in PM school and credit recovery programs (14/45 students participate). These programs are available in all of the content areas and are often used as an intervention for ELLs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

All ELLs will use the following instructional materials, except when specified:

Teacher-designed curriculum following several sequences, including Building New York: Skyscrapers, Public Spaces, and Immigrant, The Politics of Language, Family Narratives/Profiles, and a Taboo Unit

- Teacher-selected library of architecture books describing the history of skyscrapers in New York
- "We Were There, Too!" Ed. Phillip Hoose
- "The Works" and "The Skyscraper" Kate Ascher
- Teacher-generated worksheets/matrixes/projects
- Teacher-selected film/music/images to support student contextualization
- assorted picture books addressing related science/history content
- multiple sources to build schema on unit topics, including film clips, artwork, music, and poetry
- Bilingual Content-Area Glossaries
- All writing published in google drive

Instructional Materials for Newcomers

- Supportive websites: www.usalearns.org (English),
- www.jmap.org, www.learnbop.net (Mathematics)
- www.empower3000.com (Spanish literacy)
- Multigenre classroom library of both informational texts and fiction
- All Writing published in google drive

Instructional Materials for 4-6 Years of Service

- Academic Encounters in Reading/Writing and Listening) (Brown and Hood/Cambridge UP)
- www.learnbop.net (Mathmathics)
- Grammar Connections (Heinle/Cengage)
- Multi-genre classroom library of both informational texts and fiction
- Bilingual content-area glossaries
- Practice tests for Regents preparation

Instructional Materials for Long-Term ELLs

All materials for 4-6 years of service, as well as:

- www.empower3000.com
- www.castlelearning.com

Instructional Materials for Students with Disabilities

- www.usalearns.org
- www.learnbop.org
- Grammar Connections

On a case-by-case basis, content area teachers and our ESL instructors provide materials specific to students' ages and grade levels. We are in the process of compiling a resource library with multi-level resources for all topics within our content area classes' scope and sequence.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Multimedia projects including native language interviews with peers and parents are an integral part of classwork and assessment. Our research often make use of native language sources that the students must cite and summarize in the target language of English.

Bilingual dictionaries and word-to-word glossaries are available for all languages present in the ESL classroom. Cognates are explicitly taught to students speaking Latinate languages. Often the ESL teacher pauses at an important vocabulary word and has higher level students translate into all of the languages present in the room. Online videos showing math lessons are made available to students in English, and are also available in Spanish on www.jmap.org. Students proficient in Spanish continue to develop their native language skills through the use of Empower 3000 Spanish Language Edition.

When possible, we include native language support for ELLs in content-area classrooms as well. This policy includes:

- Each student being provided with a native-language word-to-word glossary for their content area classes if it is beneficial to the student.
- All ELLs travel with a bilingual dictionary for all of their classes
- Teachers are instructed to use translation software and images for important terms within their curriculum.
- All math lessons are available to students in English or Spanish using the Pearson website.
- Student and teacher translators are available for Spanish and Arabic, our primary two language groups.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

All support materials are chosen to be grade and age appropriate. While our ESL classrooms support English language development, all instruction is presented within the parameters of a high school curriculum.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

As another support to ELLs, we offer a bridge program for incoming 9th graders the summer before they begin their freshman year. Many ELLs participate in this program, which acclimates students to high school procedures and curriculum. Unfortunately, the majority of our new admits arrive during the school year and unable to participate in the Bridge Program.

ELLs who enroll throughout the school year receive a variety of support to help them acclimate to their new school:

- the use of a native language buddy/tutor
- a school tour is conducted by a native language peer
- mandatory 0 period tutoring before school, 4 days a week.

18. What language electives are offered to ELLs?

Our school has a Spanish for native speakers as well as speakers of Spanish as a Foreign Language. Others take the LOTE exam and receive their language credits through this test.

19. For schools with dual language programs:

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

Not applicable

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Content area teachers meet with our ESL teacher on a weekly basis during school common planning time. Often content area teachers who are struggling with their ELLs choose to spend additional time for articulation during lunch breaks or prep periods. These meetings are either one-on-one or small groups based on the content area.

These regular meetings compose the majority of teacher professional development in teaching English Language Learners, unless the teacher decides to participate in one of the trainings offered by the New York City Department of Education.

During these meetings, curriculum and resources are discussed. Our ESL teacher either provides additional resources for ELLs or commits to finding them for student use. A variety of suggestions of ESL modifications are made to content area teachers, and often our ESL teacher will outline and model a QTEL (Quality Teaching to English Learners) task that would be appropriate for the curriculum. Teachers often discuss specific concerns they having with ELL students in their classrooms. The time spent on articulation and professional development far exceeds the mandatory 7.5 hours required by the Department of Education.

Professional development is provided by school staff and organizations and trainers in workshops coordinated the New York City Department of English Language Learners.

School Staff: Within the schools Professional Development program, the focus is on:

- o Familiarizing staff with language proficiency levels, ELL identification procedures, and ELL scaffolds.
- o Collaboration and conferencing between content area teachers and our ESL instructor.
- o Communication of ESL strategies and methods through electronic and written memorandums.

Workshops taken by our ESL teacher have included:

- Teaching the Holocaust to English Language Learners, Museum of Jewish Heritage, August 2008
- Conversation Partner Training, International Center of New York, September 2008
- Presidential Elections Past and Present, Museum of the City of New York, November 2008
- Quality Teaching of English Learners (QTEL) for English Language Arts, 6 sessions, November 2008-February 2009
- BESIS Orientation, December 2008
- World Languages Education for Our Future: Curriculum, Practices, Resources, and Technology, February 2009
- Shakespeare Teaches Teachers, Brooklyn Academy of Music, Spring 2009
- Off the Hook: Playwriting for Teens, Falconworks, Spring 2009
- Exploring Identity: Museum of Modern Art, March 2009
- Seminar on Race and Racism, Cullman Center for Writers and Scholars, New York City Public Library, July 2009
- Facing History and Ourselves Immigration Seminar, July 2010, Race and Exclusion, July 2012
- Journeys of Nonviolence: Gandhi and Chavez, Ahimsa Center, Cal Poly at Pomona, July-August 2011
- Writing Matters, August 2012
- Chicago and the Skyscraper, National Endowment for Humanities Landmark Seminar, Chicago Architecture

Foundation, July 2013

- THE REAL DEAL SCENARIOS

All pertinent information from these trainings is turn-keyed to content area teachers.:

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
 1. In general, our ELL parents are involved with and supportive of their child's education. They are readily available by phone. However, many of them have difficulty making it to events due to work constraints. This statement could be extended to the majority of the parents at our school.

All parents are invited to participate in the Parent Teacher Organization. Our ESL teacher uses Title III money to create community with ELL parents by conducting a quarterly community film screening in the evening in the school auditorium. This film series screens POV documentaries related to immigration. Parents are always invited to outings on weeknights or weekends (performances, etc). Parents have an open invitation to attend any fieldtrip the ESL class takes during the school day.

2. This year we are looking into a partnership with Learning Leaders, a community based organization that offers free classes to parents. During orientation, we make parents aware of resources available throughout New York City, including libraries, free English classes, and continuing education opportunities offered through the Department of Education

3. Our ESL teacher is in regular contact with parents and available to meet with them at any time. An extensive intake interview is conducted with parents when their child is admitted, and needs are ascertained at this meeting.

4. Our parents struggle with helping their children with their homework. We work to them parents of available SES tutoring services. Parents are kept abreast of school activities by phone contact or letters from the ESL teachers and guidance counselors.

E. 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.

N/A:

Part VI: LAP Assurances

School Name: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anna Maria Mule	Principal		10/11/13
Suzane Thomas	Assistant Principal		10/11/13
	Parent Coordinator		
Louise Bauso	ESL Teacher		10/11/13
	Parent		
Jill Yamali/History	Teacher/Subject Area		10/11/13
	Teacher/Subject Area		
Jessica King	Coach		10/11/13
	Coach		
Mikeline Janview	Guidance Counselor		10/11/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **15K519** School Name: **The Cobble Hill School of American**

Cluster: Network: **CFN 112**

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

Part A: Needs Assessment Findings

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 our ethnicity chart on our school report card, our the Home Language Survey and Walk-in appointments from parents to ascertain our translation and oral interpretation needs.

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.

On-going discussions with guidance department, SLT determined that written translations are needed in Chinese, Arabic and Spanish.

Part B: Strategies and Activities

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

All correspondence will be translated in parents' primary languages (Arabic, Chinese and Spanish), by in-school staff and Parent Coordinator.

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.

When needed, the Family worker and Assistant Principal of Safety and Guidance and, secretary and our nurse are available to translate in Spanish. Two members of the pedagogical staff are fluent in Arabic.

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>.

Information on how parents can obtain translation and interpretation services will be posted in English, Chinese, Spanish and Arabic on the Parent/Community Information Bulletin Board. The School Safety Plan will incorporate procedures as to how parents will be able to communicate with the administrative staff if English is not their primary language.

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: Cobble Hill School of American	DBN: 15K519
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 37
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

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: ELA Regents Prep After School Program

Beginning in December, after school and Saturday sessions will be conducted for the 6 students scheduled to take the English Regents in January. A licensed ESL teacher will work with these students during the sessions to familiarize them with a range of literary genres and foster a love of literature. In addition, we will familiarize students with a variety of reading strategies, literary elements and devices with which they need to be familiar in the ELA Regents. Supplementary material will be bought with Title III funds (class sets of short novels and collections of short stories, etc.).

There will be a total of 7 sessions (3:00-4:30 PM January 3-17, and from 9:30 AM to 12:30 PM on Saturday January 19) totaling 12 hours.

We will repeat this preparation in May and June for all juniors and seniors who have not yet passed the English Regents (approximately 8 students).

After School Program/Content Area Support

Throughout the school year, our two certified ESL teachers will assist students as needed during after school hours. These enrichment sessions will offer support with homework, projects, and use of online resources for students who are struggling in their content area classes. Any student who has failed math, science, or history for the 1st marking period of each semester will be required to attend. These enrichment sessions will enhance academic language and achievement in the targetted content areas for ELLs. These sessions will take place on Tuesdays and Wednesdays from 3:00-4:00 (February - May 2013). This open-ended format will allow students the support they need for success in content classes. Title III funds will be used to purchase informational texts at appropriate reading levels to support students with modified materials (National Geographic, Attanasio and Associates). 76 hours of after school support will be offered as needed throughout the school year.

Part B: Direct Instruction Supplemental Program Information

Saturday Academy in Living Environment/Integrated Algebra

The bulk of our ELL population is the 9th grade this year (23 students out of 49 total, 47% total). During the spring semester, all 9th grade students taking the Integrated Algebra and Living Environment Regents will receive Saturday Academy in one of these two content areas. The academic and linguistic enrichment that we focus on will be determined in the Spring based on data derived from the passing rate of this focus group in their coursework and on mock Regents. The sessions will be facilitated by one of our certified ESL teachers in conjunction with a certified content area teacher. Both teachers will attend each session. Sessions will take place from mid-April to late May from 9:30-12:00 PM (4/13, 4/20, 4/27, 5/4, 5/11, 5/18, and 6/1) and total 35 per session hours (7 sessions x 2 teachers x 2.5 hours = 35 hours). Support materials will be purchased with Title III funds (National Geographic Science materials and math technology software from LearnBop).

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: Our ELL teacher/Program Coordinator (Louise Bauso) conducted an introductory session for all staff in November, reviewing general information on ELLs and language acquisition. ESL teachers will continue to meet with staff throughout the school year on a monthly basis during our weekly common planning sessions to address/review specific needs and concerns.

In addition, content-specific support materials will be made available to teachers in our the ELL Resource Library located in the ESL classroom. Additional texts for this library will purchased with Title III funds. This library will focus on both books on language acquisition strategies as well as lower level content area texts for use during our Title III after school/Saturday sessions.

During the spring semester, our ELL Coordinator Louise Bauso will meet with content area teachers by department to give information on how to support ELLs in specific content areas. Workshop topics will focus on content-specific CALLA strategies for ELLs (March, all science teachers working with ELLs; April, history teachers; May, math teachers).

Part C: Professional Development

Our ESL teachers and 5 other members of faculty will implement a Writing Matters curriculum with all 9th graders and ELLs. A Writing Matters specialist Linda Wolvek will visit the school biweekly to work with ESL teachers and others implementing a Writing Matters curriculum. Professional development will be provided on Mondays once a month, from 2:15 to 3:00 PM, from October 15 to December 15th.

We have determined that this curriculum will be beneficial to ELLs at the intermediate level or higher. Based on the student data, we have found the area of writing to be a need for supplemental support.

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: Parents and students will be invited to attend several off-campus trips during the spring semester (local performances, films, and museums) The rationale is to support community development and foster a positive relationship between school and parents). In addition, these out of school trips will support the curriculum for ELLs, support community development, and foster a positive relationship between the school and parents. Parents will also be invited to publishing celebrations during the school day. Tickets and refreshments for these events will be paid for with Title III funds. Parents will be notified by our ELL Coordinator.

In addition, our ESL teachers Louise Bauso and Claudia Cravens will conduct a workshop on April 6, 2013 for all ESL students and parents entitled "NYCDOE Requirements and NYC Resources." Topics covered will include Regents and graduation requirements for students (including information on the NYSESLAT) and introducing parents to resources for learning English in New York City. Refreshments will be provided using Title III funds.

Parents and students will be invited to attend two performances during the spring semester at Brooklyn Academy of Music (March 13 and 14, 2013) that will provide an extension of instruction for students (Poetry Slam will extend a poetry curriculum during March, and a screening of "The Class" will extend instruction of a unit of study entitled "Language and Power." The rationale of these trips is to support the curriculum for ELLs, support community development, and foster a positive relationship between the school and parents. Parents will also be invited to publishing celebrations during the school day. Tickets and refreshments for these events will be paid for with Title III funds.

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