



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: COLUMBIA SECONDARY SCHOOL FOR MATH, SCIENCE AND
ENGINEERING

DBN (i.e. 01M001): 05M362

Principal: MIRIAM NIGHTENGALE

Principal Email: MNIGHTE@SCHOOLS.NYC.GOV

Superintendent: GALE REEVES

Network Leader: GERRY BEIRNE

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
Miriam Nightengale	*Principal or Designee	
Sephali Thakkar	*UFT Chapter Leader or Designee	
Daisy Farina-Gonzalez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sam Pirani Kit McArthur	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Janet Miller	Member/ Parent	
Kevin Daly	Member/ Parent	
Budhram Ramkissoon	Member/ Parent	
Sherry French	Member/ Parent	
Warren Orange	Member/ Parent	
Lynn Tiede	Member/ Teacher	
Dmitriy Faybyshenko	Member/ Teacher	
Stephen Meinschein	Member/ Teacher	
Diana Soehl	Member/ Teacher	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

Over the 2013-14 school year, to better align our 7-year course sequences in the humanities and STEM to the new CCLS and associated assessments so that these courses incrementally develop students' abilities to master increasingly complex tasks and afford them opportunities to engage in experiences that are related to and enrich their exposure to the content and grade level of the course. Our measurable objectives for this goal are:

- By June of 2014, teachers and administrators will develop themes/essential questions/major areas of inquiry for ELA, Social Studies, Philosophy, Foreign language, Science, Engineering and Math courses and develop benchmark tasks that increase in complexity that measure a full range of student knowledge and performance in the context of the course.
- By April 2014, teachers will have identified for 100% of the high school Humanities and STEM courses, advanced levels of classes or experiences, such as AP courses, freshmen-level courses at CU, internships, competitions, etc that will be aligned to the course sequence and offer higher-level opportunities for academic development.
- By June 2014, teachers and administrators will have defined interim benchmarks and assessments in order to have a grade- and course-specific measure for student progress

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Columbia Secondary School is in its seventh year of development, and in its first year of full expansion. In 2012-13, 77% of our middle school students performed at Level 3 or 4 in ELA and 74% of our students performed at levels 3 or 4 in math. Almost 100% of our middle school students enter high school with at least 2 high school credits, In high school, over 30% of our class of 2014 have successfully completed courses at Columbia University, and 100% of them have completed AP courses. Our AP results for Environmental Science showed that our student, in general, performed above state and national averages. On our US History regents, close to 90% of our class of 2014 scored at or above mastery levels. These are indicators that we can increase the percentage of students who qualify for and successfully complete courses at Columbia University before graduation from CSS. Towards this end, it is important that we work to have vertical curricular alignment in order to develop students' capacities at each grade level and to accelerate their growth.

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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. In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)
2. To develop a set of shared writing rubrics that are aligned to the CCLS and associated performance objectives and that reflect the vertical and horizontal

development of increasingly complex writing tasks in order to better assess student progress towards mastery. (teachers, coaches, APs)

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

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

1. In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)
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responses.

8. To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies
9. To utilize collaborative planning, in-class modeling by a consultant and intervisitations to support teachers in creating open-ended questions and implementing a problem-solving focus in STEM classes and asking analytical questions that lead students to a deeper analysis and support of their positions and challenge their perceptions in HUM.

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

1. In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)
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D. Timeline for implementation and completion including start and end dates

Over the 2013-14 school year, to better align our 7-year course sequences in the humanities and STEM to the new CCLS and associated assessments so that these courses incrementally develop students' abilities to master increasingly complex tasks and afford them opportunities to engage in experiences that are related to and enrich their exposure to the content and grade level of the course. Our measurable objectives for this goal are:

1. By June of 2014, teachers and administrators will develop themes/essential questions/major areas of inquiry for ELA, Social Studies, Philosophy, Foreign language, Science, Engineering and Math courses and develop benchmark tasks that increase in complexity that measure a full range of student knowledge and performance in the context of the course.
2. By April 2014, teachers will have identified for 100% of the high school Humanities and STEM courses, advanced levels of classes or experiences, such as AP courses, freshmen-level courses at CU, internships, competitions, etc that will be aligned to the course sequence

and offer higher-level opportunities for academic development.

3. By June 2014, teachers and administrators will have defined interim benchmarks and assessments in order to have a grade- and course-specific measure for student progress

4.

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

1. In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)
2. To develop a set of shared writing rubrics that are aligned to the CCLS and associated performance objectives and that reflect the vertical and horizontal development of increasingly complex writing tasks in order to better assess student progress towards mastery. (teachers, coaches, APs)
3. to use these common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students in coursework and on standardized assessments and target as necessary for intervention
4. To integrate into the core sequences study-skills-based scaffolding and a balance of guided and independent assessments which support students performing at a wide range of proficiency and/or mastery levels.
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 - a. Incorporating writing tasks into daily work and homework
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 - c. Increasing the number of extended writing assignments and the frequency of feedback.
 - d. For struggling, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments, reflecting increasing complexity as students progress from one grade to the next.
7. Incorporate questions into lesson plans that address at least three levels of inquiry – from more concrete to more analytical and/or evaluative - to improve student responses.
8. To extend our knowledge and understanding and implementation of Tier 1 and Tier 2 intervention methodologies
9. To utilize collaborative planning, in-class modeling by a consultant and intervisitations to support teachers in creating open-ended questions and implementing a problem-solving focus in STEM classes and asking analytical questions that lead students to a deeper analysis and support of their positions and challenge their perceptions in HUM.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

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

1. By April 2014 , in consultation with OSP, to have identified and secured sufficient classrooms in the M125 Complex to accommodate the growth of our school for the 2014-15 school year.
2. By April, 2014, to have worked with SCA to develop plans for modification of the facilities to accommodate high-school age students.
3. By June, 2014, to have analyzed and modified the daily, monthly and yearly schedules to accommodate intensive periods of study (such as J-term), as well as extended time for daily coursework and shorter periods for showcasing and/or exploring a particular course (such as conference or fair days)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

4. By April 2014 , in consultation with OSP, to have identified and secured sufficient classrooms in the M125 Complex to accommodate the growth of our school for the 2014-15 school year.
 - a. The principal will conduct a survey of classroom space in order to inventory the current distribution of classroom space as a baseline from which to work with the other campus schools on an expansion plan for CSS.
 - b. The principal will communicate to the lead campus liaison and network leader in order to schedule a space planning meeting with Richard Boccicchio before the end of the calendar year.
 - c. Based on the outcomes of the space planning meeting, the principals and network leaders will meet to design an expansion plan for CSS and the 125 campus.
5. By April, 2014, to have worked with SCA to develop plans for modification of the facilities to accommodate high-school age students.
 - a. To work with Columbia University, community leaders, Central space planners and the SCA to determine what modifications are needed to accommodate the three schools and their unique needs.
 - b. Using these outcomes as a baseline, to meet with SCA project leads to determine a timeline for construction and modification of the physical plant

6. By June, 2014, to have analyzed and modified the daily, monthly and yearly schedules to accommodate intensive periods of study (such as J-term), as well as extended time for daily coursework and shorter periods for showcasing and/or exploring a particular course (such as conference or fair days)
 - a. During quarterly retreats, Circular 6 meetings with the faculty, and in SLT meetings, to study innovative schedules from other schools and to examine our course sequences as a means to design a schedule that both meets NY State program guidelines and offers opportunities for longer class time and specific “institute weeks”, which would offer opportunities for in-depth study in a content area.
7. To work with the PA and the Foundation to secure funds to support extended-day activities that engage and enrich student study and contribute to their portfolios of accomplishments.
 - a. In monthly meetings with the Foundation, SLT and the PA, to identify funding opportunities, construct and implement fund drives and increase our yearly donations from \$180,000 to \$200,000.

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

1. By April 2014 , in consultation with OSP, to have identified and secured sufficient classrooms in the M125 Complex to accommodate the growth of our school for the 2014-15 school year.
 - a. The principal will conduct a survey of classroom space in order to inventory the current distribution of classroom space as a baseline from which to work with the other campus schools on an expansion plan for CSS.
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 - a. In monthly meetings with the Foundation, SLT and the PA, to identify funding opportunities, construct and implement fund drives and increase our yearly donations from \$180,000 to \$200,000.
- 5.

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

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 - a. In monthly meetings with the Foundation, SLT and the PA, to identify funding opportunities, construct and implement fund drives and increase our yearly donations from \$180,000 to \$200,000.
 - b.

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

1. By April 2014 , in consultation with OSP, to have identified and secured sufficient classrooms in the M125 Complex to accommodate the growth of our school for the 2014-15 school year.
2. By April, 2014, to have worked with SCA to develop plans for modification of the facilities to accommodate high-school age students.
3. By June, 2014, to have analyzed and modified the daily, monthly and yearly schedules to accommodate intensive periods of study (such as J-term), as well as extended time for daily coursework and shorter periods for showcasing and/or exploring a particular course (such as conference or fair days)

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

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 - a. In monthly meetings with the Foundation, SLT and the PA, to identify funding opportunities, construct and implement fund drives and increase our yearly donations from \$180,000 to \$200,000.
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Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

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

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

Parent contributions

Goal and Action Plan #3

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

Annual Goal #3

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

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

- By April 2014, to identify at least 25% of the 2014 cohort who can matriculate in college-credit-bearing courses at Columbia University in the fall of 2013, and to begin the process of registration for those courses.
- By April 2014, to identify at least 75% of the 2015 cohort and for 25% of the 2016 cohort who can matriculate into credit-bearing courses in Columbia University in the fall of 2014.

By April 2014 to identify, for each course, at least one partner, competition or institution that will offer opportunities for our students to apply their course learnings in a real-world context.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Columbia Secondary School is in its seventh year of development, and in its first year of full expansion. In 2012-13, 77% of our middle school students performed at Level 3 or 4 in ELA and 74% of our students performed at levels 3 or 4 in math. Almost 100% of our middle school students enter high school with at least 2 high school credits, In high school, over 30% of our class of 2014 have successfully completed courses at Columbia University, and 100% of them have completed AP courses. Our AP results for Environmental Science showed that our student, in general, performed above state and national averages. On our US History regents, close to 90% of our class of 2014 scored at or above mastery levels. These are indicators that we can increase the percentage of students who qualify for and successfully complete courses at Columbia University before graduation from CSS. Towards this end, it is important that we work to have vertical curricular alignment in order to develop students' capacities at each grade level and to accelerate their growth.

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

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

ARIS, Regents and Scholarship Reports (Principal)

- to use information gleaned from ARIS reports and item analyses of state test results in September 2013 to identify students who have achieved mastery in state test and classwork and who might meet criteria for matriculation to CU courses.

Common assessment analysis/ scholarship data (teachers)

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

CURRICULUM AND INSTRUCTION

- In ongoing circular 6 meetings, identify performance objectives aligned to the state common core standards, and create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)
- To build into the core sequences scaffolding which support students performing at or below minimum standards.
- To add Advanced Placement courses and other advanced coursework to the course sequence that will allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, consultants, APs)
- In Fall 2013, to consult with CU faculty and review freshman course syllabi to determine a set of criteria by which to measure student readiness for college-level work. (teachers, Supervisors, CU Faculty)
- In planning and preparation, teachers will continue to identify opportunities for application of curricular objectives in authentic settings.

PROFESSIONAL DEVELOPMENT

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

LEADERSHIP

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

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

ARIS, Regents and Scholarship Reports (Principal)

- to use information gleaned from ARIS reports and item analyses of state test results in September 2013 to identify students who have achieved mastery in state test and classwork and who might meet criteria for matriculation to CU courses.

Common assessment analysis/ scholarship data (teachers)

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

CURRICULUM AND INSTRUCTION

- In ongoing circular 6 meetings, identify performance objectives aligned to the state common core standards, and create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)
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PROFESSIONAL DEVELOPMENT

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LEADERSHIP

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- To work with the Foundation to secure funding for “mini-grants” that lead to collaborations among students, CSS teachers and CU faculty/students/other partners that result in opportunities for students to engage in exploration/enrichment/external experiences connected to course work.

1. To participate in regular workshops with Network Leader and principals to increase capacity to identify and communicate effective teaching practices.

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

ARIS, Regents and Scholarship Reports (Principal)

- to use information gleaned from ARIS reports and item analyses of state test results in September 2013 to identify students who have achieved mastery in state test and classwork and who might meet criteria for matriculation to CU courses.

Common assessment analysis/ scholarship data (teachers)

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CURRICULUM AND INSTRUCTION

- In ongoing circular 6 meetings, identify performance objectives aligned to the state common core standards, and create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)
- To build into the core sequences scaffolding which support students performing at or below minimum standards.
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- In planning and preparation, teachers will continue to identify opportunities for application of curricular objectives in authentic settings.

PROFESSIONAL DEVELOPMENT

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reveal, when measured against the criteria for CU matriculation to identify instructional strategies that most effectively contribute to student learning.

- Teachers will engage in professional development conversations and research to build capacity for the use of strategies that result in authentic applications of curricular objectives.
- Supervisors will conduct regular observations to support and to identify professional development needs of teachers.

LEADERSHIP

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

1.

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

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

1. By April 2014, to identify at least 25% of the 2014 cohort who can matriculate in college-credit-bearing courses at Columbia University in the fall of 2013, and to begin the process of registration for those courses.
2. By April 2014, to identify at least 75% of the 2015 cohort and for 25% of the 2016 cohort who can matriculate into credit-bearing courses in Columbia University in the fall of 2014.
3. By April 2014 to identify, for each course, at least one partner, competition or institution that will offer opportunities for our students to apply their course learnings in a real-world context.

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

ARIS, Regents and Scholarship Reports (Principal)

- to use information gleaned from ARIS reports and item analyses of state test results in September 2013 to identify students who have achieved mastery in state test and classwork and who might meet criteria for matriculation to CU courses.

Common assessment analysis/ scholarship data (teachers)

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

CURRICULUM AND INSTRUCTION

- In ongoing circular 6 meetings, identify performance objectives aligned to the state common core standards, and create daily lesson plans that incorporate weekly open-ended tasks that build skills that advance mastery of the performance objectives. (teachers, coaches, APs)
- To build into the core sequences scaffolding which support students performing at or below minimum standards.
- To add Advanced Placement courses and other advanced coursework to the course sequence that will allow students performing at high levels to accelerate to college-level course work. (Principal, APs, SLT)
- To develop assessments that are aligned to the identified performance objectives in order to better assess student progress towards mastery. (teachers, consultants, APs)
- In Fall 2013, to consult with CU faculty and review freshman course syllabi to determine a set of criteria by which to measure student readiness for college-level work. (teachers, Supervisors, CU Faculty)
- In planning and preparation, teachers will continue to identify opportunities for application of curricular objectives in authentic settings.

PROFESSIONAL DEVELOPMENT

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

LEADERSHIP

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
X	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

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	Students who fall below grade level performance in ELA are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Students who fall below grade level performance in ELA are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Students who fall below grade level performance in ELA are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.
Mathematics	Students who fall below grade level performance in math are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Students who fall below grade level performance in math are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Students who fall below grade level performance in math are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.
Science	Students who fall below grade level performance in science are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on	Students who fall below grade level performance in science are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on	Students who fall below grade level performance in science are assigned to a small group twice a week during the extended day period (50 minute) where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on

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

**Title I Information Page (TIP)
For Schools 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x 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.

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).

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.).

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.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 05	Borough Manhattan	School Number 362
School Name Columbia Secondary		

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 Miriam Nightengale	Assistant Principal Lenice Nelson
Coach N/A	Coach
ESL Teacher Diana Senechal	Guidance Counselor Elsa Cordoba
Teacher/Subject Area Sarah Hart	Parent Daisy Gonzalez-Farina
Teacher/Subject Area English	Parent Coordinator Andi Velasquez
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Gerard Beirne	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	3	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)	665	Total number of ELLs	2	ELLs as share of total student population (%)	0.30%
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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														
Push-In				1	1	1					1	1		5
SELECT ONE														0
Total	0	0	0	1	1	1	0	0	0	0	1	1	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	1								1	1
Total	1	0	0	0	0	0	0	0	1	1

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 2	1						1		2	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	1	0	0	0	0	0	1	0	2	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u> </u>
	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)														0

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)														0
Advanced (A)										1			1	2
Total	0	0	0	0	0	0	0	0	0	1	0	0	1	2

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	1		1	
Integrated Algebra	1		1	
Geometry	1		1	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.
Our school uses teacher assessments, baseline writing and math assessments and analysis of state tests to assess the literacy and math skills of our students. As reflected above, our students perform at or above grade level on these assessments and typically quickly test out of the ELL system.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our student results show proficiency and/or mastery of state examinations and classwork.
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](#))
We have no historical NYSESLAT data to inform our teaching, as our students have not historically qualified for this assessment.
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?
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](#).)
6. How do you make sure that a child's second language development is considered in instructional decisions?
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The effectiveness of our program is based on the success of our students' performances on a variety of measures, including state tests, the NYSESLAT and teacher-generated coursework, assessments and grades.

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](#).)
At enrollment teachers and translators conduct informal oral interviews with newly admitted New York City public school students and their parents in English and the home language. Our parent coordinator and admissions coordinator provide the informal oral interviews with parent and child, at which point, if identified, our ESL teacher will also conduct an oral interview and then administer the Home Language Identification Survey (HLIS) to the parents. Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of

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

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.

The Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. The orientations are facilitated by Guidance Counselor Elsa Cordoba. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents’ home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents’ rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PTA functions and semi-yearly Open School opportunities. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with an ESL teacher and complete the forms. Bilingual staff including teachers, family workers, paraprofessionals, bilingual “outreach” school aids are employed to ensure that all families are aware of their options, and that their letters are returned. There are very few ELLs in the school, and, over the past five years, it has been hard to establish a trend with such small numbers.

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 small numbers do not support a stand-alone ESL and/or dual-language program - currently, there are only 3 students identified as ELLs in the school. Regardless of the numbers, ELL parents are regarded as important partners in the school community. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

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.

This screening and testing is conducted by ESL teacher/coordinator Diana Senechal, who has been trained in the administration of the LABR to eligible students, and who administers it in the first week of school, or within 10 days of enrollment. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and “X” coded special education students are administered the NYSESLAT to determine achievement and future eligibility for ESL services.. Translation services for Spanish are provided by Parent Coordinator, Andi Velasquez and Guidance Counselor/Programmer, Elsa Cordoba. Translators are hired for languages other than Spanish. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSESLAT score.

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.

The identified students are pulled out and given each section. The listening section, students are pulled out individually.

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. 

Our parent choice forms indicate a consistent preference for push-in support as opposed to a stand-alone model, expressing a

belief that this is the best way for their children to acquire English quickly. Our program is in line with parent requests. Indeed, being a screened school, ELL parents choose to apply for admission based on their preference for our academic program.

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])?

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

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

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

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

Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general "test sophisticated" classroom culture. Teachers use Datacation and ARIS to access program-wide data on student performance.
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).

Teachers have common planning time to discuss students, student data and strategies for success. Small group tutorials are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture. Teachers use Datacation and ARIS to access program-wide data on student performance.

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?

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

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?

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

Courses Taught in Languages Other than English 

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

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

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

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

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

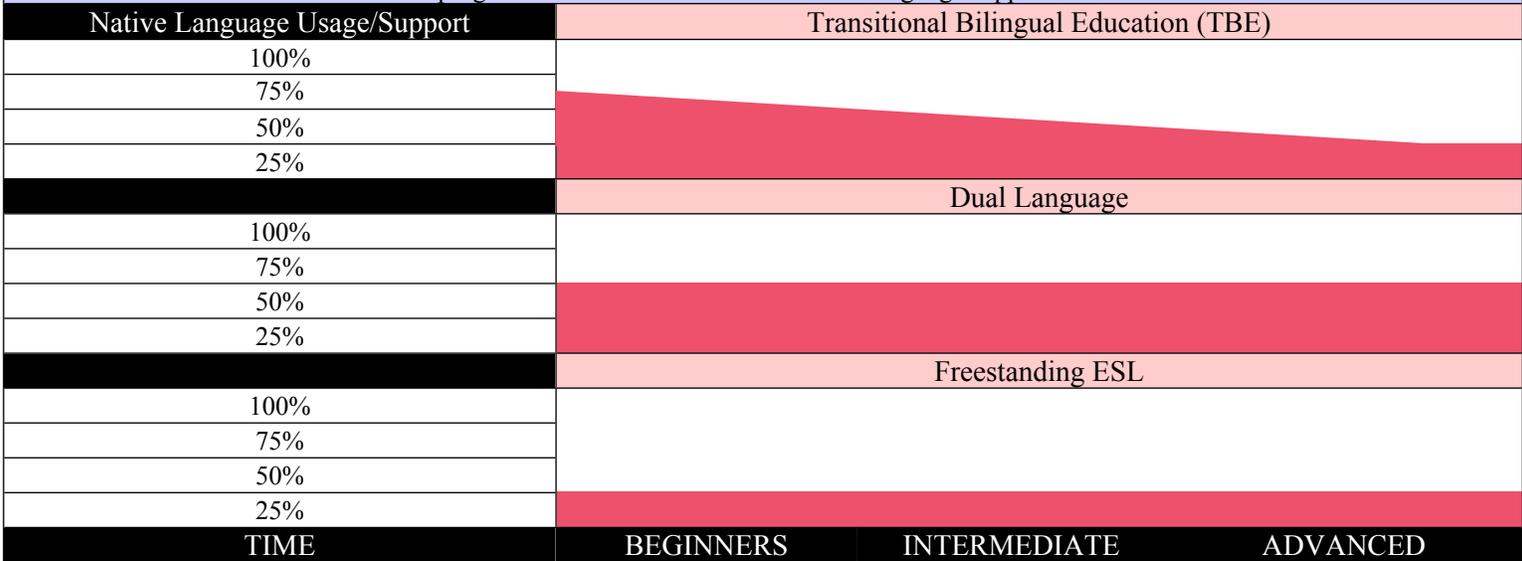
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Content area teachers are given support and materials to scaffold content for ELLs and to identify instructional materials, including technology, that support ELLs and all our learners. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers have common planning time to discuss students, student data and strategies for success. After school and supplemental services include small group tutorials which are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture.
11. What new programs or improvements will be considered for the upcoming school year?
- We offer language classes in Spanish and Latin. The ELA teacher meets with the students' other content area teachers to discuss targeted ESL strategies for the newly enrolled student.
12. What programs/services for ELLs will be discontinued and why?
- ELL students who reach proficiency on the NYSESLAT continue to receive small-group support and tutorial support.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students have access to all school programs. Newly enrolled ELL students, no matter what grade level are invited to our orientations over the summer and at the beginning of the school year. All ELL students have homework help with their ELA or content area teacher, as well as with outside tutors, who can provide native language support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our supports, consistent with the performance level of our ELLs, are aligned to grade-level standards and support the grade-level instructional goals of the ELLs. Teachers use Datacation and ARIS to access program-wide data on student performance.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs’ ages and grade levels.
- As all of our ELLs are performing at or above grade level, targeted intervention is not as much a focus as general strategies that serve to allow entry points for various types of learners.
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.
- we try to “buddy” the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.
18. What language electives are offered to ELLs?
- spanish and latin
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child’s native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

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.

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

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

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

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?

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

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

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

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: Columbia Secondary

School DBN: 05M362

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Nightengale	Principal		9/30/13
Lenice Nelson	Assistant Principal		9/30/13
Andi Velasquez	Parent Coordinator		9/30/13
Diana Senechal	ESL Teacher		9/30/13
Daisy Gonzalez	Parent		9/30/13
Sarah Hart	Teacher/Subject Area		9/30/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elsa Cordoba	Guidance Counselor		9/30/13
Gerard Beirne	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05 School Name: 362

Cluster: 536 Network: cei-pea

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.

At enrollment teachers and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment

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

The school has a relatively low percentage (15%) of families which require written and oral translation/interpretation. Our new families report to the Admissions and Parent Coordinators, in addition to the HLIS.

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.

Our Admissions and Parent Coordinators, as well as the ESL teacher provide translation services to any family requesting services. Any notification sent home is translated to the home language of that particular family. All DOE memo's and notifications are copied in the language to also meet the families needs.

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

Our oral interpretation is provided by Roxana Bosch and Andi Velasquez. They are our Admissions and Parent Coordinators respectively.

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>.

All parental notifications are translated for our families by the Parent Coordinator, Andi Velasquez. Our common language of language of translation is Spanish. Our Admissions Coordinator identifies incoming families with HLIS within the first 10 days of admission. Our critical documents to the family are provided through the DOE and distributed to families through standard mail, email and phone message.