



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: CHRISTOPHER COLUMBUS HIGH SCHOOL

DBN (i.e. 01M001): 11X415

Principal: LISA FUENTES

Principal Email: LFUENTES2@SCHOOLS.NYC.GOV

Superintendent: DENISE HALLETT

Network Leader: STEVEN CHERNIGOFF

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

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

School Receiving Title I Funds

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

SCEP Checklist

All Schools

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

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

Priority Schools Only

	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 11X415

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	175	SIG Recipient	Yes
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	46	# SETSS	4	# Integrated Collaborative Teaching	24
Types and Number of Special Classes (2013-14)					
# Visual Arts	4	# Music	2	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	62.5%	% Attendance Rate			76.8%
% Free Lunch	64.4%	% Reduced Lunch			4.8%
% Limited English Proficient	17.0%	% Students with Disabilities			21.6%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.5%	% Black or African American			31.7%
% Hispanic or Latino	47.1%	% Asian or Native Hawaiian/Pacific Islander			6.9%
% White	13.8%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	9.15	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			3
% of Teachers with No Valid Teaching Certificate	2.9%	% Teaching Out of Certification			10.7%
% Teaching with Fewer Than 3 Years of Experience	11.4%	Average Teacher Absences			6.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	40.4%	Mathematics Performance at levels 3 & 4			31.2%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			36.5%
6 Year Graduation Rate	55.7%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

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

Accountability Status – High Schools

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

SCEP Overview

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

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

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
We were able to meet our Professional Development goals that we created for the 2012/2013 school year. With the SIG funding, we provided PD on 6 professional development days created with approval from the DOE. Consultants were utilized and teachers turn-keyed the trainings.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Even though information was disseminated to the LTA students, many alternative programs are not available to them due to their lack of attendance and lack of credits.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
We did not encounter any barriers.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
We had a 100% implementation rate.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Since the SIG funding was cut, I was unable to hire a CBO that addresses our At-Risk population. A third of the SIG grant had to be allocated to the PD consultants to roll out the new teacher evaluation system.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
Students within the Cohorts from 2011 to 2013 will accumulate at least 17+ credits to become eligible for a YABC, or Transfer school.			
Describe how the school leader(s) will communicate with school staff and the community.			
Communication will be accomplished through school meetings, parent/student conferences and school notifications (in parents home language).			
Describe your theory of action at the core of your school's SCEP.			
Our belief is that every student matters and that allocated monies will assist in their transition from high school.			
Describe the strategy for executing your theory of action in your school's SCEP.			
All students will have a educational plan with student created goals.			
List the key elements and other unique characteristics of your school's SCEP.			
Funding that is provided is used to provide services by CBO's.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
My leadership team monitors the progress of our SCEP goals.			

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

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
JIT-11/2010 Page 5 The school leadership provide, direct, facilitate, and participate in the PD in the building and focus on conversations on student improvement and teacher pedagogy.							
Review Type:	JIT-11/2010	Year:	2012-2013	Page Number:	5	HEDI Rating:	NA

Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	2.2 School leader's vision		2.3 Systems and structures for school development
X	2.4 School leader's use of resources		2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, school leaders will allocate resources both fiscal and human to work with internal and external providers (consultant and network) to provide 100% of the teachers with PD to enable them to meet the CIE (Citywide Instructional Expectations).	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
A. Strategies/activities that encompass the needs of identified subgroups	
Review the observation and feedback forms from prior years. Create a professional development with teacher leaders, administration, teacher center specialist, and Network.	
B. Key personnel and other resources used to implement each strategy/activity	
1. Teachers, administration, teacher center specialist, Generation Ready, Network Consultant, Apex	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
1. Observation write-ups will be done according to the UFT Contract, report card grades are distributed three times per semester, student progress reports will be distributed each marking period, Apex usage printout will distributed weekly, regent's results will be available after the January and June regents.	
D. Timeline for implementation and completion including start and end dates	
1. September 2013 – June 2014; Teachers and Administrators meet twice weekly and Generation Ready meets with teachers twice weekly, Teacher's Center Specialist meets with teachers on an as needed basis.	
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity	
1. Apex and tutoring will be included in student programs. Common planning periods for teachers will be included in teacher programs.	

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
X	PF Set Aside	X	Tax Levy		Title IA		Title IIA	X	Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Achieve Now and Title I ARRA SIG											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
4.4	PF AIS	3.2	PF CTE	3.4	PF College & Career Readiness	3.2	PF Common Core				
3.2	PF ELT	3.2	PF Inquiry Teams	3.2	PF NYS Standards and Assessments	6.2	PF Parent Engagement				
4.4	PF Positive Behavioral Management Programs	4.4	PF RTI	3.4	PF Supporting Great Teachers & Leaders						

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

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

Major Recommendation

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

The school should work with the new Common Core Standards to create curriculum, curriculum maps, pacing guides, and benchmark assessments that are scaffolded, aligned with the Common Core and are rigorous, relevant, and literacy rich.

Review Type:	JIT-11/2010	Year:	2010	Page Number:	2	HEDI Rating:	NA
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

To meet the citywide expectations around engaging all students in rigorous instruction. 100% of the teachers will meet two times per week from September 2013 to June 2013 during common planning time to design and implement at least two common core aligned units as per the 2013-2014 CIE.

Instructional Strategies/Activities

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

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

- Schedule common meeting time for all teachers, administer Performance Tasks to students

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

- Subject teachers will attend Common Planning periods twice weekly, Administration will attend Common Planning twice weekly, Generation Ready will attend Common Planning periods twice weekly, Teacher Center Specialist will attend Common Planning periods twice weekly.

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

- Units, lesson plans, performance tasks and rubrics to align with the Common Core and CIE. All components will be evaluated and reviewed by Administration.

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

- September 2013- June 2014; Teachers and Administrators meet twice weekly and Generation Ready meets with teachers twice weekly, Teacher's Center Specialist meets with teachers on an as needed basis.

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

- Common planning periods will be listed on teacher programs.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

JIT-11 The school should devote significant resources to supporting teachers in implementing differentiated instruction across content areas. Teachers should be

provided with professional development and in-classroom support.									
Review Type:	JIR	Year:	2012	Page Number:	4	HEDI Rating:	I		

Tenet 4: Teacher Practices and Decisions

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

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
X	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
 All teachers in ELA/ESL, Science, Social Studies, and Math will be provided PD and in-classroom support from September 2013- June 2014.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
 1. School leaders will prioritize the needs of each teacher based on observations and walkthroughs using a research based evaluation rubric. A PD plan will be developed based on the CIE and take into consideration the needs of the teachers.
- B. Key personnel and other resources used to implement each strategy/activity**
 1. Generation Ready Consultants, Teacher Center Specialist, Administration; Subject teachers will attend Common Planning periods twice weekly, Administration will attend Common Planning twice weekly, Generation Ready will attend Common Planning periods twice weekly, Teacher Center Specialist will attend Common Planning periods twice weekly.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Twice weekly common planning sessions, Observations, Common Core units and lessons. Observation write-ups will be done according to the UFT Contract, report card grades are distributed three times per semester, student progress reports will be distributed each marking period, Apex usage printout will distributed weekly, regent's results will be available after the January and June regents.
- D. Timeline for implementation and completion including start and end dates**
 1. September 2013 – June 2014; Teachers and Administrators meet twice weekly and Generation Ready meets with teachers twice weekly, Teacher's Center Specialist meets with teachers on an as needed basis.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Common planning periods are built into teacher schedules. School leaders and Network personnel will observe instructional practices through walkthroughs using a research based evaluation rubric; feedback will be provided.

Budget and Resource Alignment

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

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

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

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

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

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

Major Recommendation

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

The school should develop a ladder of interventions that can be applied to at-risk students with clear and measureable criteria. The Pupil Personnel Team should review students on a case by case basis and ensure student placement in intervention programs that follow the appropriate criteria.

Review Type: JIT	Year: 2010	Page Number: 6	HEDI Rating: I
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Tenet 5: Student Social and Emotional Developmental Health

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

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

Annual Goal #4

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

The school will provide social and emotional supports to all students identified At-Risk.

Instructional Strategies/Activities

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

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

1. Renaissance Program was created for over-age, under-credited students, for an alternative means of achieving a diploma. A Leadership person and Academic Advisor are provided to students in the Renaissance Program. The Pupil Personnel Team meets monthly to identify and provide at-risk students with services such as, counseling, speech services, etc.

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

1. Renaissance Personnel: The academic advisor monitors student credit accumulation, Apex projects, current programs, and attendance; The Leadership advisor monitors student behavior, community service participation, work study program, and attendance, Administration, Pupil Personnel Team;

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

1. 1. Collect, record, analyze and document attendance on a daily, weekly, and monthly basis for each student. 2. Use attendance teachers to track data, monitor progress, and make home visits. 3. Effectiveness is evaluated by an increase in attendance.

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

1. September 2013 – June 2014; Beginning September 9, 2013, pupil personnel team will 1. collect, record, analyze and document attendance on a daily, weekly, and monthly basis for each student. 2. Use attendance teachers to track data, monitor progress, and make home visits. 3. Effectiveness is evaluated by an increase in attendance.

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

1. Renaissance is designated on student programs

Budget and Resource Alignment

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

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

Title I ARRA SIG

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

4.4	PF AIS		PF CTE	3.2	PF College & Career Readiness	3.2	PF Common Core
	PF ELT	4.4	PF Inquiry Teams	3.2	PF NYS Standards and Assessments	6.2	PF Parent Engagement
4.4	PF Positive Behavioral Management Programs				PF RTI	3.4	PF Supporting Great Teachers & Leaders

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

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

Major Recommendation

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

Students and parents should be made aware of the requirements for graduation and career and college readiness. All programs, policies and procedures should encourage the highest levels of achievement.

Review Type: JIT	Year: 2010	Page Number: 6	HEDI Rating: I
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By June 2014, 100% of the student body, excluding LTA's and students who are chronically absent, will be made aware of requirements for graduation and college readiness.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. 100% of attending seniors received and signed an educational contract along with their parent. Monthly assemblies are held to give information regarding and explain graduation requirements for graduation and college readiness. Classroom visits from the counselor to ensure all communication concerning graduation and college readiness is disseminated. Parents will attend financial aid meetings with representatives from different colleges. Parents will meet during the 1st and 2nd semester to review transcripts and graduation requirements.

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

1. 1. Creative Connections, Guidance Counselor, Administration 2. 100% of attending seniors received and signed an educational contract along with their parent. Monthly assemblies are held to give information regarding and explain graduation requirements for graduation and college readiness. Classroom visits from the counselor to ensure all communication concerning graduation and college readiness is disseminated. Parents will attend financial aid meetings with representatives from different colleges. Parents will meet during the 1st and 2nd semester to review transcripts and graduation requirements.

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

1. 1. Marking period grades are three times per semester, 2. College application deadlines are monitored weekly by Creative Connections. Impact is evaluated by credit accumulation and college acceptance.

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

1. September 2013 – June 2014; 1. Marking period grades are three times per semester, 2. College application deadlines are monitored weekly by Creative Connections. Impact is evaluated by credit accumulation and college acceptance.

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

1. Monthly assemblies are held to give information regarding and explain graduation requirements for graduation and college readiness. Classroom visits from the counselor to ensure all communication concerning graduation and college readiness is disseminated. Parents will attend financial aid meetings with representatives from different colleges. Parents will meet during the 1st and 2nd semester to review transcripts and graduation requirements. Parents and students will have the opportunity to go on college trips.

Budget and Resource Alignment

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

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

Title I ARRA SIG

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

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

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

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

Program Goals

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

To support our at-risk population to work toward graduation requirements and college readiness.

Activities

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

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

1. **Small group and whole group instruction aligned to the common core learning standards.**

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

1. **Subject area teachers, Generation Ready Consultants, Teacher Center Specialist**

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

1. All students have access to the ELT program. Students will be paired to an ELT Work Plan based on their specific needs and interests.

Budget and Resource Alignment

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

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

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

Title I ARRA SIG

Community Partnerships

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

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

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

ELT Program Narrative

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

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

The Renaissance Program is designed to run beyond the regular school day. Students are afforded the opportunity to take extra classes with teachers or online through APEX to accumulate credits toward graduation that they have previously failed.

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

The Renaissance Program contains an academic advisor as well as a guidance counselor to address social and emotional issues.

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

The ELT will assist students with meeting their graduation requirements.

D. Are the additional hours mandatory or voluntary?

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

Students voluntarily join the Renaissance Program. Students become interested by word-of-mouth and hearing about credit accumulation opportunities from their peers. Tutoring is advertized by their teachers. Interested students attend.

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

Students voluntarily join the Renaissance Program. Students become interested by word-of-mouth and hearing about credit accumulation opportunities from their peers. Tutoring is advertized by their teachers. Interested students attend. Apathetic students are encouraged and scheduled to meet with the academic advisor as well as Creative Connections. Parent meetings and outreach are ongoing.

G. Are you using an ELT provider procured using the MTAC process?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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H. Describe how you are evaluating the impact of the ELT program on student achievement.

Student report cards, attendance, transcripts

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	Elective classes focusing on Career and College Readiness, Cohesive lesson planning aligned with the common core, Tutoring, ongoing weekly PD, Differentiated Instruction	Small group instruction, whole group instruction, common planning periods, tutoring	During school day, after school day
Mathematics	College readiness classes, differentiated strategies, tutoring, parental outreach	One to one, whole group instruction, phone calls	During school day, after school day
Science	Differentiated strategies, lessons aligned with common core, tutoring, parental outreach	One to one, whole group and small group instruction, phone calls	During school day, after school day
Social Studies	Elective classes focusing on Career and College Readiness, Cohesive lesson planning aligned with the common core, Tutoring, ongoing weekly PD, Differentiated Instruction	Small group instruction, whole group instruction, common planning periods, tutoring	During school day, after school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Classroom observation to assess if student is on task and focused; program changes based on assessment needs; agency referrals for students needing outpatient services; tutoring	At-risk students will be assessed to receive At-risk services: tutoring, counseling, behavior management, speech services, possible referral for IEP mandated services	During school day, after school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
This school is in its final year of phase out. To support our teachers, we have content specific Department Chairs and/or Assistant Principals, Generation Ready, Lead Teachers, Common Planning periods.

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).
To support our teachers, we have content specific Department Chairs and/or Assistant Principals, Generation Ready, Lead Teachers, Common Planning periods.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
STH funds are used to provide materials for those students to gain success within their academic program.

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.
Teachers self-selected MOSLs

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 11	Borough Bronx	School Number 415
School Name Christopher Columbus High School		

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 Lisa Fuentes	Assistant Principal Denise Williams
Coach Christine Rowland	Coach
ESL Teacher David Diaz	Guidance Counselor Phil Seidner
Teacher/Subject Area Illuminada Dacillo	Parent Ms. Calderon
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider Phil Seidner	Other Marsela Coku
Network Leader(Only if working with the LAP team)	Other Maria Ievoli

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	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)	193	Total number of ELLs	29	ELLs as share of total student population (%)	15.03%
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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 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>													0	0
Dual Language <small>(50%:50%)</small>													0	0
Freestanding ESL														
SELECT ONE													29	29
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	29	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	5
SIFE	2	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	5

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	18	0	0	6	0	0	5	2	0	29
Total	18	0	0	6	0	0	5	2	0	29

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					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	25		3	
Integrated Algebra	15	11	15	4
Geometry	3		0	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	15		0	
Living Environment	13	12	6	4
Physics	0	0	0	0
Global History and Geography	21	9	3	0
US History and Government	13	12	5	2
Foreign Language	0	3	0	3
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

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)	0							
Chinese Reading Test	0							

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.
N/A
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data shows that only 3 students tested up from their current level due to the lack of years in the US.
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 instituted an additional English class to their ESL/FBE mandated services.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. We currently have only 12 graders but data shows that our ELL's test better in their native language. Because of those results, we increased the amount of English classes.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Teachers use material in their native language where available. Translation glossaries/dictionaries are purchased for each child.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Student data is reviewed by teachers to inform their instruction.

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](#).)
The initial identification of English Language Learners (ELLs) is conducted in a series of steps in the beginning of the school year and throughout the consecutive months as an on-going process by the ESL Department Coordinator.

In order to determine the language of all new admits to the New York City public school system, including those students coming from private schools, a Home Language Identification Survey (HLIS) is administered within 10 days of admission. In conjunction with the administration of the HLIS, an informal interview in English is conducted by a licensed pedagogue in our case, the counselor. In some cases, when parents don't understand English the informal interview may be conducted in the students' native

language with the support of select members of the faculty and staff who are fluent speakers of languages such as Spanish, Albanian, Cambodian, Urdu, Italian, French and Vietnamese.

Based on the results of the HLIS and the informal interview, a decision is made regarding the next step in the identification of ELLs. If the home language specified in the survey is not English, students are administered the Language Assessment Battery-Revised (LAB-R) by a pedagogue on the same day of the HLIS which is within the 10 day limit.

The LAB-R will determine the students' level of English proficiency. The scores received from this assessment will establish their possible classification as ELLs entitled to services in ESL and will provide the basis for placement in the appropriate level. The level of classes available to ELLs based on their scores on the LAB-R are Beginner, Intermediate, and Advanced. If students test-out or score high enough on the LAB-R to be considered English proficient, they are not identified as ELLs and therefore, not entitled to services in ESL. ATS reports are used to determine eligibility to take the NYSESLAT. The reports referred to are RLER, RLAT, and REXH.

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.
Parents and/or guardians of students identified as ELLs, are provided with an informational guide in their native language regarding the selection of language acquisition program that will best suit the learning needs of their children. These programs are explained upon admission. These programs are Transitional Bilingual, Dual Language, and Freestanding ESL. In an effort to communicate this information to parents and/or guardians in a more effective manner, the Orientation Video for Parents of English Language Learners is administered. Furthermore, parents and/or guardians are asked to meet with the ESL Department Coordinator to discuss the features of each program and assist them with any questions that may assist them to determine the final program selection for their children.
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](#)].)
After the parent selection form is completed, parents and/or guardians are informed by the ESL Department Coordinator that Freestanding ESL is the only model being offered by the school, based on the results of the surveys and selection forms which are issued the day of admission. Parents complete and sign during admission or they are able to return the next day. The availability of a new model of instruction is based on the number of parental requests. Nevertheless, parents and/or guardians are also made aware that if they choose to opt in for any of the other models of instruction; they will be notified in writing when such program is available. If such change takes place, they will be invited to a parent orientation meeting, in which they will have the opportunity to further discuss the details of the new model of instruction their children will receive. Through this process, parents and/or guardians are strongly encouraged by the ESL Department Coordinator to take into consideration the learning style, personality, and academic goals of their children, in order to make an informed decision about the choice of program. All surveys and parent selection forms are stored in binders in Room 131.
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.
Following these informative steps, parents and/or guardians are provided with a Parent survey and program selection form to specify their preference. If additional time is required by the parents and/or guardians to complete these forms, they are asked to return them at a later date. These are usually returned the next day. At this point, the ESL Department Coordinator reminds parents and/or guardians of the importance of returning the complete forms, or as per CR part 154, students will be placed in Transitional Bilingual Education, the default program for ELLs. Letters of entitlement and non-entitlement to parents and/or guardians are distributed by mail following their selection. The continue entitlement letters and placement letters are stored in binders in Room 131.
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.
ELL's are identified and the appropriate amount of NYSESLAT tests are ordered. The Speaking part is administered one on one by a licensed ESL teacher in a separate location. The Listening, Reading & Writing are administered in group fashion with a license ESL teacher as the proctor. This exam is given during the regular school day but those students follow a special program. The make-up exam is given on an individual basis.
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. 
The trend at CCHS shows that about 95% of the parents chose for their child to receive ESL. Our program is aligned with parent choice.

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])?

The organizational model is departmentalized by proficiency level.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The programmer programs each child with the explicit ESL code representing their appropriate level of service and instructional minutes.

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.

Teachers who are licensed in their subject area are familiar with the application of ESL methodologies. Furthermore, their years of experience in working with ELLs have witnessed successful results in student achievement. The ESL Specialist teachers the Senior students their English 7/8 class to prepare them for the Regents exam. All ELLs who are in the Advanced level of ESL are mandated to receive 1 unit of ESL instruction per week and 1 unit of ELA per week. Schedule modifications for ELLs to accommodate the units of ESL and ELA instruction are a priority for the school. ELLs benefit from this model of instruction by preparing intensively for the ELA Regents and still acquire the necessary skills to become English proficient and thus test out of the NYSESLAT.

Content area classes follow the curriculum mandated per subject by the State and students are required to pass a number of Regents exams in each content area necessary for graduation. Some ELLs, however, are officially exempt from taking some of the Regents exams due to having achieved the equivalency in their native country. All compliance issues in ESL classes are monitored by the ESL Department Coordinator to ensure teachers are properly revising and modifying the curriculum, including testing, to support the learning needs of ELLs. The Assistant Principals and Principal supervise the teachers for curriculum content which include the Common Core Standards. They ensure alignment between NYS subject area standards and ESL. Teachers are currently working together to incorporate the New State Core Standards in their instruction. The school has purchased services from Generation Ready to provide the necessary PD to assist in differentiating their instruction.

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

All native language ELL students are evaluated pertaining to their home language survey. A translator, along with a pedagogue, conducts the initial interview in their home language. The school currently does not have a dual language or bilingual program. Regents exams where available, except the ELA, are given in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All teachers have received training in providing instruction using all four modalities of English acquisition. This is part of their differentiating their instruction.
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).

ELL's who are considered as students with interrupted formal education, receive additional support in and out of the classroom.

Teachers of SIFE ELL's are aware of their status

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?

A.ELL's who are considered as students with interrupted formal education (SIFE), receive additional support in and out of the classroom, Teachers of SIFE ELL's are aware of their status and provide differentiated instruction to meet their academic needs

and help them reach standards. In addition, teachers offer additional support within the classroom. Tutoring is given to the seniors who have not passed the Regents class, Instruction is tiered according to the students needs based on the methodologies implemented by the ELL Specialist.

B. The academic growth of newcomers is supported in our school in a variety of ways. Newcomers are identified and supported by their teachers in their ESL classes. Content teachers can provide additional support through differentiating instruction, assignments, etc. Content area teachers try to build basic content knowledge including content appropriate vocabulary.

Futhermore, as they build on base content knowledge, their participation in these classes increases their English acquisition. In this manner, newcomers who are scheduled to take the ELA after one year under the new NCLB requirements can have a wider scope of English vocabulary necessary to support the ELA preparation in their ESL classes. Newcomers are paired up with a student that speaks their language. They are also mentored by personnell. Lessons are modified according to the levels of the students.

C. ELL's receiving 4-6 years of services are supported through academic intervention services. Some of these students are considered to be off-track ELL's. They are provided with the opportunity to partake in all support networks. Alternative programs, such asx Renaissance and YABC intend to provide extra support for at-risk students, who have issues with attendance and motivation; and who may need the extra encouragement to focus on their education. ELL's who participate in these programs are closely monitored by the ESL Coordinator and the ESL specialist. Most of these students are in they current cohort so they are supported by Ms. Rowland, ESL Specialist. She is also exposing them to college opportunities along with the services of Creative Connectons.

D. Long-term ELL's are programmed for after-school tutoring.

E. Former ELL's are programmed for after-school tutoring as well as receiving ELA services from the ESL Specialist

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?

CCHS meets the diverse needs of its' students through programming. Students who are ELL-SWD's are programmed as per their IEP's which will state their least restrictive setting. We provide students with the option of three different programs: 1-8, 2-9, and 3-10. Flexible programming is used to maximize time spent with nondisabled peers. This population is included in all activities in the school.

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:	N/A		
Social Studies:			
Math:			
Science:			

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

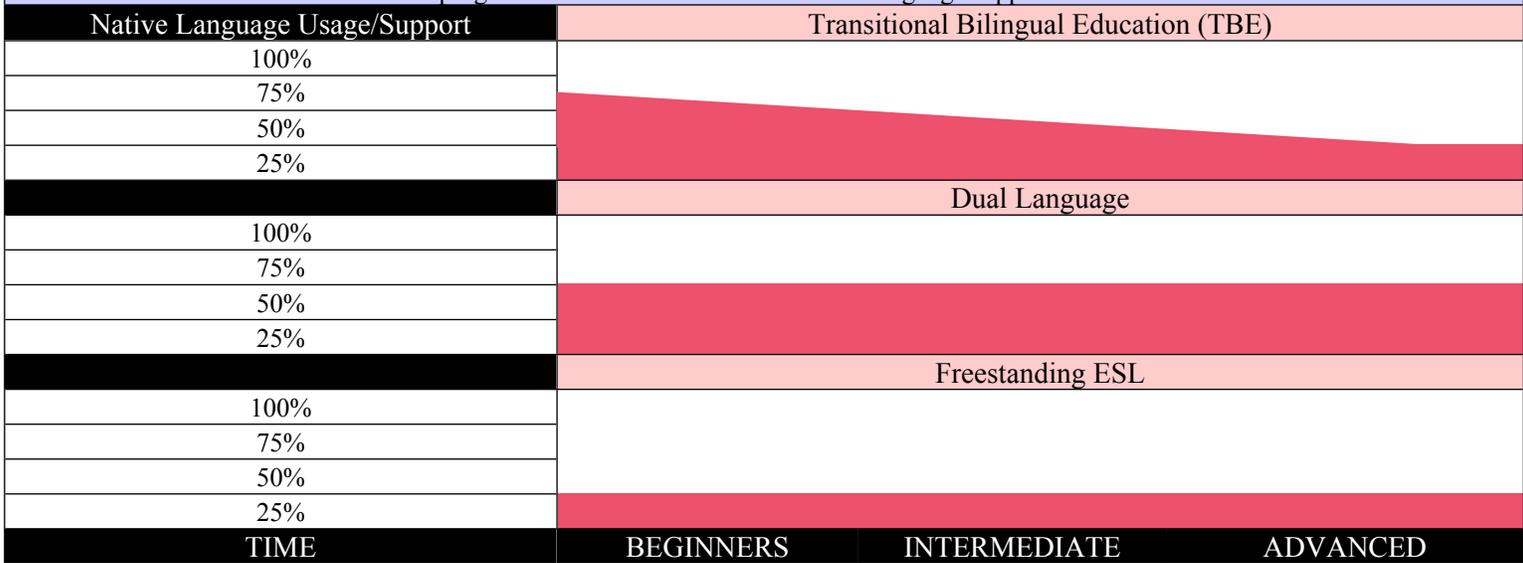
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

In the content area of ELA, Math , Science and S.S., teachers use ESL methodologies to differentiate their lessons which include the new Common Core Standards to fit the individual needs of ELL's across different levels.

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

Along with the new Common Core Standards, ELL's are required to use translation dictionaries in their classes. Students are showing progress towards increasing their English proficiency.

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

N/A

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

N/A

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

ELL's are included in all school events as well as tutoring services. We translate announcements in their home language and deliver them to their classes.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

We provide leveled books including laptops and the use of Smart Boards.

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

In a free standing ESL Program, native language support is delivered 25% of the instructional time.

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

ESL students receive ESL services are per their LAB-R or NYSESLAT scores.

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.

Newly enrolled ELL students are assigned a mentor/peer in their classes. They are identified and followed by the ESL Coordinator.

18. What language electives are offered to ELLs?

Various languages are offered on APEX.

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)?

N/A

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.

All staff involved in the education and development of ELL's receive PD to learn and be up to date with the necessary skills to support student growth. The ESL Specialist is in charge of assisting staff with the necessary training. Training includes the analysis and application of data and student work, review of the LAB-R, periodic assessment and NYSESLAT.

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?

Individual conferences are held with parents on an ongoing basis throughout the year to ascertain the needs of the parents and their children.

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.

None

Part VI: LAP Assurances

School Name: Christopher Columbus H.S.

School DBN: 11X415

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Fuentes	Principal		11/15/13
Denise Williams	Assistant Principal		11/15/13
	Parent Coordinator		
David Diaz	ESL Teacher		11/15/13
Ms. Calderon	Parent		11/15/13
Mindy Dacillo	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		
Christine Rowland	Coach		11/15/13
	Coach		
Phil Seidner	Guidance Counselor		11/15/13
	Network Leader		
Marsela Coku	Other <u>Community Coord.</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **11X415** School Name: **Christopher Columbus High School**

Cluster: **610** Network: **Transitional Network**

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.

Data from the Home Language Survey is reviewed to ensure that all parents receive materials/literature in their own language.

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

All parents have received materials/literature in their home language. Data is received through one on one contact with parents during Open School Afternoon/Evening, individual conferences, and daily parent outreach.

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.

School staff will provide written translation services for the school to meet the identified needs based on the Home Language Survey.

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.

School staff will provide oral interpretation services, as needed, based on the Home Language Survey.

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

Parents have received the Bill of Parent Rights and Responsibilities regarding translation and interpretation services. School personnel is available to translate for parents/guardians during meetings and parent conferences. Signs are posted near the main office and guidance office to inform parents of language translation services available to them.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Christopher Columbus H.S.	DBN: 11x415
Cluster Leader: Steven Chernigoff	Network Leader: Denise Hallett
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: During the Day
Total # of ELLs to be served: 144
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 40

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

ESL students at Columbus High School will benefit from tutoring services available after-school. The expected amount of students attending per content area will be approximately between 25 to 35. These students will receive additional support during the ESL After-school Tutoring program in the areas of Mathematics, Social Studies, ELA, and Science. In addition, tutoring will help prepare students for the Regents exams.

Students who participate in the ESL After-school Tutoring, will be instructed by highly qualified teachers with ample experience in the instruction of ELLs, from beginner to the advanced levels. These teachers will assist students with the mastery of the content learned during their class; and in addition to providing assistance with homework. Throughout the course of this program students will also receive intensive Regents preparation in the content areas. Teachers will use instructional materials provided by the school such as Barron's Regents Preparations books in Math, Science, ELA, and Social Studies.

A licensed ESL teacher will work with the ESL Senior and Junior students in developing their literacy skills in support of passing the ELA Regents exam.

A licensed ESL teacher will do a pull-out service for the lowest level ESL students to give extra assistance in language acquisition.

ESL Curriculum Development

Curriculum development for ESL in the areas of Mathematics, Social Studies, Science, and ELA involve the implementation of ESL methodologies in the planning of units within each of these content areas. These strategies will allow for content area teachers to differentiate instruction for ELLs in their classes in order to support the academic progress of their students. In addition, the program PD-360 will be utilized to reinforce the different learning strategies for the ESL population.

The interdisciplinary curriculum for the advanced level of ESL, will be aligned with the ELA curriculum. The new advanced level ESL curriculum will provide ELLs with customized instruction in support of the content learned in their mandated ELA class. Upon the completion of the advanced level of ESL, and with the use of the new curriculum, students will better prepared to take the ELA Regents exam as well as the NYSESLAT.

Part B: Direct Instruction Supplemental Program Information

Instructional Materials

Through PD 360, teachers will be able to implement the common core learning standards into the ESL curriculum.

Title III funds will be used to supplement a portion of the total cost of the program. Most of the funding will come from the school's budget.

Educational instructional trips

An educational and cultural trip to the following museums will be available to 50 ELLs programmed for U.S. History and Global History, who have demonstrated academic achievement based on the following:

- Must pass at least 80% of all their classes

- Must pass at least 80% of all their Regents exams

This trip is part of an enrichment learning strategy to support their understanding and appreciation of U.S. and Global History through an interactive, visual, and hands-on experience. Furthermore, this trip will support their preparation for the U.S. and Global History Regents Exams.

Students will visit the following museums during the Spring term:

- Museum of Jewish Heritage (NYC)

- Museum of Natural History (NYC)

- Metropolitan Museum of Art (NYC)

The amount allocated for this trip will cover the expenses for bus transportation for one of these trips. Funding for transportation to the other 2 destinations will be covered by the school. Students will travel in the morning accompanied by 4 teachers and the Department Coordinator who will chaperone and supervise the trip. The expected time of return at school is in the early afternoon. This will not be an overnight trip.

Students will have questions from their content area teachers to use as guidelines for the exhibits to see during each trip. At the Museum of Jewish Heritage, students will visit the "Holocaust" section. For the Museum of Natural History, students will visit the "Silk Road" exhibit. At the Metropolitan Museum of Art, students will visit the "Americana" exhibit.

The teachers who will go on the trip as chaperones will volunteer and no Title III funds will be used towards any pay for these services.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Title III funds will be used to purchase the PD 360 Program which will enable us to differentiate our Professional development for all teachers. This program offers a variety of facets of ESL methodologies. The program is geared to meet the individual needs of the teacher specific to their strengths and weaknesses.

Our ESL Specialist provides PD opportunities to all staff members. PD this year will concentrate on incorporating the New Common Core Learning Standards as well as inquiry into bridging learning gaps in student work.

Part D: Parental Engagement Activities

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

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

Begin description here:

Parent workshops

Parents and/or guardians of ELLs will be invited for 3 different workshops each semester tailored to suit their needs as support networks to our students' progress. During each session, parents and/or legal guardians will be provided with important information regarding their children by the ESL Department Coordinator and the BESIS Assistant. The ESL Department Coordinator is a highly qualified educator whose experience with ELLs has allowed her to understand their uniqueness in learning and the

Part D: Parental Engagement Activities

importance of maintaining an open line of communication with their parents to ensure the proper support at home. In addition, the Department Coordinator is knowledgeable of the compliance issues regarding ESL services. The BESIS assistant also has experience working with ELLs, in support of the ESL Department Coordinator, regarding the services to which ELLs are entitled.

Some of the information delivered to parents in these workshops covers but is not limited to the following:

- ☐ Graduation requirements
- ☐ Transcript overview
- ☐ Support services available school-wide
- ☐ Immigration workshops
- ☐ ESL for parents
- ☐ Translation services

Valuable information is disseminated to parents and/or legal guardians of ELLs during these workshops, including graduation requirements, SES support services, program description, updates on upcoming programs (if applicable) and counseling. In addition, parents and/or guardians of ELLs who have missing paperwork are brought in to complete all necessary legal forms, including parent surveys and program selection forms. Although all parents and/or guardians of ELLs will be invited to participate in these activities, the targeted number of parents is expected to be between 25-35 parents per session.

Each workshop will consist of 2 hours, during which time various activities will expose parents to a “typical day in the life of an ELL student”. Parents and/or guardians will have the opportunity to ask questions and voice their concerns. Furthermore, the workshops will serve as a bridge to integrate parents to the school community and build relationships to sustain the academic growth of their children. This time will also be used to provide information regarding SES programs to benefit their children and adult programs in ESL for parents by outside non-profit organizations.

The parent workshop information will be available in various language and written materials in other languages will be made available to parents as necessary. Translation in Spanish, Albanian, Cambodian, and Vietnamese are made possible with the assistance of staff members, native speakers of these languages. Title III funding is used to cover the expenses to plan and carry out these workshops.

Coordinator of Title III programs and services

The ESL Department Coordinator is the administrator responsible for monitoring and ensuring the proper operations of the after-school tutoring program and other services available to ELLs.

The responsibilities of the Coordinator of Title III programs are as follows:

Part D: Parental Engagement Activities

- ☐ Attendance tracking of all students
- ☐ Keeping files and records of all after-school tutoring session during which ELLs participate
- ☐ Facilitation of printed materials that are Regents based in the different content areas to support the instruction during the after-school tutoring program
- ☐ Supervision of teachers responsible for direct instruction of ELLs during the after-school tutoring program
- ☐ Planning and organization of parent workshops, including but not limited to scheduling of meeting, contacting parents by mail via official school letters, establishing partnerships with outside organizations and CBO to provide resources during meetings and arranging the purchase and delivery of refreshments for parent workshops.
- ☐ Organizing educational trips including but not limited to, arranging bus transportation, purchase of tickets, distribution and collection of parental consent forms, collecting work contributed by teachers to align with the content seen during trips and selection of chaperoning staff.

Part E: Budget

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

Allocation Amount: \$24076

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget

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

Allocation Amount: \$24076

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		